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ABSTRACT

This document consists of the six issues of "NCLE Notes", the newsletter of the National Clearinghouse on ESL (English as a Second Language) Literacy Education (an adjunct ERIC Clearinghouse) published during the three-year period 1991-1993. Major articles in these issues include: "Issues in Literacy Education"; "The National Literacy Act and ESL Literacy"; "Tips for ESL Literacy Teachers"; "Making Meaning, Making Change" (excerpted from a book of the same title); "A Teacher Talks Shop on the Participatory Approach"; and "Whole Language and Adult Literacy." In addition, each issue contains a resource update and a news in brief section. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

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ED 368 223

CAL NCLE notes

VOL. 1, NO. 1 • APRIL 1991

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ISSUES IN LITERACY EDUCATION

According to preliminary analyses of the 1990 Census, the population of the United States is becoming increasingly diverse. In just ten years, the number of Asian Americans has more than doubled; over the same period, the Hispanic population rose 50%. This increasing linguistic and cultural diversity has profound implications for adult literacy education in this country.

Statistics

No one knows exactly how many adults speak languages other than English at home or how many of them might benefit from some kind of literacy instruction. In 1982, the English Language Proficiency Study (ELPS) estimated that 7 million of 17-20 million functionally illiterate adults living in the United States spoke a language other than English at home. In 1986-1987, another survey estimated that only about 900,000 limited English proficient (LEP) students were enrolled in adult education programs. (LEP Student Enrollment survey) Clearly many more functionally illiterate LEP adults could be enrolled.

Remember, however, that surveys like the ELPS measure only *English* language literacy; some people may be literate in their first language but not have sufficient mastery of English vocabulary and grammar to read and write well in English. Others who have limited or no literacy skills in their mother tongue may be acquiring literacy as they acquire English. The language and literacy profiles of this population are as diverse as their ethnic, racial, and socio-economic characteristics.

NCLE and the National Goal for Education

Within the context of this diversity, Congress established the National Clearinghouse on Literacy Education, or NCLE, to provide information and technical assistance to teachers, researchers, policy makers, employers, and others dedicated to helping all US residents achieve the fifth National Goal for Education. This stipulates that: *"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and excercise the rights and responsibilities of citizenship."*

What kinds of literacy programs will best promote the achieve-

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NCLES and dimes

Ever look at our full name and wonder what exactly an adjunct ERIC clearinghouse is? Here, in the first issue of *NCLE notes*, is a look at the acronyms and the ERIC process.

ERIC, the Educational Resources Information Center, is a network run by the US Department of Education giving educators access to the latest developments in educational practice and research. It includes the world's largest database of educational materials, subject area clearinghouses, and microfiche document collections that correspond to the database.

NCLE, the National Clearinghouse on Literacy Education, has been adding material to the ERIC database in the area of literacy education for limited English proficient

Here at NCLE we pronounce the name of our clearinghouse like the five cent coin.

(LEP) adults and out-of-school youth since September 1989.

How does ERIC work?

The ERIC database can be searched on-line, through commercial vendors such as DIALOG and BRS, or on compact disc using a CD-ROM drive. Many libraries offer both options.

ERIC's two major components

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BEST COPY AVAILABLE

Clearinghouse, continued from p. 1

are the *Current Index to Journals in Education*—CIJE and *Resources in Education*—RIE.

ERIC and adult educators

Maybe you don't have the time or budget to keep up with education journals and conferences or to visit other literacy programs. Using ERIC brings you much of the same information quickly, efficiently, and, above all, economically.

• **CIJE** lets you search hundreds of journals for articles of particular interest to literacy educators—in one place instead of in hundreds of separate indexes.

• **RIE** gives you resources not readily available from any other source—materials such as conference papers, evaluation reports, curriculum guides, masters theses, program descriptions, classroom materials, evaluation and assessment tools, and student writings.

NCLE and ERIC

ERIC clearinghouse staff review, abstract, and index articles from many education journals for CIJE and solicit and review unpublished, noncommercial materials for RIE.

NCLE is your entry to ERIC for information on literacy education for language minority adults. When you call or write NCLE, our staff can provide you with these information and referral services:

• ERIC searches tailored to your special research needs (NCLE staff can also help you devise effective strategies to conduct your own search);

• a computerized national directory of organizations that teach literacy to language minority adults;

• guidance to federal funding sources for literacy programs;

• technical assistance in designing and implementing literacy programs for language minority adults.

Getting your materials into ERIC

ERIC is also an excellent way for you to let other educators know about your work in literacy. Your literacy materials' inclusion in RIE guarantees they will be publicly accessible at no cost to you. When someone searches the ERIC database in your area, they will find these materials listed. Inclusion in ERIC/RIE is a wonderful (and free) way to get the word out about your work.

To have your work considered for ERIC, send two clear copies to: Acquisitions Coordinator, NCLE, 1118 22nd Street NW, Washington, DC 20037.

To get copies of documents:

When you search the ERIC database you get two types of bibliographic citations — those with ED (ERIC document) numbers from RIE and those with EJ (ERIC journal) numbers from CIJE.

To read the full text of a document with an ED number, go to the nearest library with an ERIC microfiche collection (call or write NCLE for its location). Or, call the **ERIC Document Reproduction Service (EDRS) at 800-443-3742** to order a photocopy.

For a full **CIJE** article, go to a public or university library which carries that journal or contact the journal for a reprint.

Resource Update

The Education of Adult Migrant Farmworkers, produced under a US Department of Education contract, examines the educational and support service needs of these workers and includes otherwise hard-to-find demographic information. Volume two contains a basic skills curriculum framework and life skills course outlines. The report costs $25 per volume (2 vol.) from: Leonard S. Slaughter Jr., Slaughter and Associates, 5819 Manton Ave., Woodland Hills, CA 91367.
Or get a free summary from the Clearinghouse on Adult Education and Literacy, US Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-7240, (202) 732-2396.

Teachers, frustrated because they can't find evaluation and assessment information for workplace ESL programs, can look at a new ERIC document from the Arnold M. Dubin Labor Education Center of Southeastern Massachusetts University. **Benchmarks and Student Learning Profile** (ED 318 294) provides teachers with observation checklists of performance-based competency statements tied to different levels of instruction. See "To get copies of documents" on this page.

Workplace Competencies: The Need to Improve Literacy and Employment Readiness, an essay by Irwin Kirsch and Paul Barton, was published in July 1990 by the US Department of Education. Available through ERIC (ED 317 873), it discusses the levels of literacy required for different occupations and the work-readiness and literacy levels of high school graduates.

In recognition of the growing demand for mother-tongue literacy materials, New Readers Press has recently released an adult literacy primer in Spanish, **Palabras de Lucha y Alegria** (Words of Struggle and Joy), and a companion reader, **Cuentos de Lucha y Alegria** (Stories of Struggle and Joy). Order both from New Readers Press at 800-448-8878. Also, from NCLE: two new related ERIC database searches. **Bilingualism and Literacy** has 92 citations for materials on mother-tongue literacy and second language literacy development. **Spanish Language Literacy** has 18 citations on teaching mother tongue literacy in Spanish. Call or write NCLE to order these.

Adult Literacy: Contexts and Challenges, by Anabel Powell Newman and Caroline Beverstock, provides a history of the attempts to define and measure literacy in the United States; an analysis of the present concern over literacy levels in the United States and worldwide; a review of adult literacy research; and a survey of current adult literacy education initiatives. **Adult Literacy** is available for $9.00 from the ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Suite 150, 2805 East 10th Street, Bloomington, IN 47405-2373.

News in Brief

English Only/English Plus

The debate underway in several states over legislation naming English as "the official language" has produced some compelling arguments against cultural and linguistic conformity. In this spirit, Andrea Nash, Lenore Balliro and the Massachusetts English Plus Coalition have designed a guide to exploring language rights issues in the adult education classroom.

Although it uses Massachusetts examples, **English Only/English Plus** provides problem-posing classroom exercises on language and the immigrant experience which could be easily adapted for other places. Material in Chinese and Spanish is included and the authors want to add other languages in the future. To field test this draft, call Lenore Balliro at (617) 782-8956.

For more information on protecting the language rights of all US residents, contact English Plus Information Clearinghouse at (202) 544-0004.

ESL to "Eighth Grade" Proficiency now Required for Federal Inmates

The Federal Bureau of Prisons Education Division estimates that several thousand federal prisoners will be affected by a law passed in November which reads "Non-English speaking inmates shall be required to participate in an ESL program until they function at the equivalence of the eighth grade on a nationally recognized educational achievement test."

Although the Bureau is preparing to meet the mandate by May 1, they are also working to clarify the language of the law, according to Paola Nesmith, Education Specialist. For more information, call her at (202) 724-3254.

1966-1991 ERIC The National Education Information Network

TESOL

Adult Education Act Silver Anniversary 1966-1991

Happy 25th!

On their silver anniversaries we salute: the Educational Resources Information Center (ERIC), Teachers of English to Speakers of Other Languages (TESOL), and the Adult Education Act.

1990 Census

The long form of the 1990 Census asked people to indicate what languages other than English they speak at home and to rate their own proficiency in English. The results of these long form or "sample data" Census questions, will be available in late 1992.

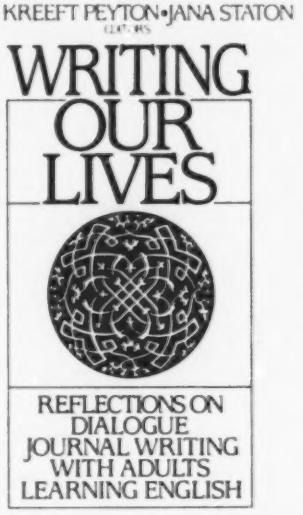
To identify the right Census staff person for your questions, order a free Telephone Contacts guide from the Census Bureau at: (301) 763-4100.

New Journal Available from University of Georgia

Adult Basic Education is seeking to publish essays, research, theory and personal accounts of relevance to those working in adult education. It's striving for a scholarly emphasis yet acknowledges a readership of practitioners. Editorial guidelines request "simple and precise prose over abstruse writing." To subscribe or contribute, contact Thomas Valentine, Editor, at the University of Georgia (404) 542-2214.

NCLE Resource Guides in the Works

NCLE is gathering material for resource guides on union-based, prison, out-of school youth, and migrant worker literacy programs. If you work in one of these areas and would like your organization listed in the guide, please write or call Fran Keenan at NCLE, 1118 22nd St. NW, Washington, DC 20037, (202) 429-9292, ext. 243.


JOY KREEFT PEYTON • JANA STATON
WRITING OUR LIVES
REFLECTIONS ON DIALOGUE JOURNAL WRITING WITH ADULTS LEARNING ENGLISH

New Language in Education Book from NCLE

This is the first major publication on the practical applications and theoretical basis for using dialogue journals with adults learning English. One of the editors, Joy Peyton, is a NCLE staff member.

To order **Writing Our Lives**, send $21.33 (includes shipping and handling) to: Prentice Hall Regents, Mail Order Processing, 200 Old Tappan Rd., Old Tappan, NJ 07675. Or, call: (201) 767-5937.

ment of these goals and the many individual objectives of literacy learners? Some basic questions must be answered before a program can be developed which is appropriate for each individual. These include the following:

- What are the individual life goals and purposes for literacy? To assist children with their education? To conduct business? To acquire new job skills or access special training? To get a GED diploma? To become a citizen or legal permanent resident? To maintain ties with family and affairs in the native country?
- What language(s) should be used in the literacy program? Should the program provide mother tongue literacy instruction alone or along with oral English instruction? Or should both oral and written language development be in English? What resources for literacy are available in the community? What opportunities exist for using mother tongue literacy? Are there materials and trained personnel available to teach in the first language?
- What language and literacy skills does the adult have? Has the adult already learned to read? If so, does the adult want to improve that literacy or acquire literacy for specific uses in English? Is the language of literacy written in the same (Roman) alphabet as English or will a new writing system need to be learned?

Because the answers to these questions may be quite different in different communities and for different individuals, a variety of literacy education programs have been developed for language minority adults:

- family literacy programs in the mother tongue, in English, or in both languages, to ensure the intergenerational transfer of literacy skills;
- worker education programs that address both employers' and workers' literacy concerns, again using one or both languages;
- citizenship classes that focus on English language literacy and US history and government; and a number of other program models that enable adults to meet their particular life goals.

For many individuals, the eventual goal is to achieve literacy in two languages.

The Center for Applied Linguistics (CAL), NCLE's parent organization, has focused much of its research on educational questions regarding language minority students. Currently, in its role as part of the National Center on Adult Literacy, CAL is trying to identify the characteristics of literacy programs for adults who speak English as a second language. We want to describe the contexts in which adults seek to acquire or improve mother tongue literacy and those in which their focus is on English language literacy. This will enable us to identify characteristics of participants who select one approach or the other: their attitudes toward the languages, their purposes for acquiring literacy, and the uses of literacy within their own communties. CAL also wants to document the effects of mother tongue literacy instruction on the acquisition of English and to note any differences that result when the first language is written in a script other than the Roman alphabet.

Let us know about your literacy program. Do you teach ESL literacy, native language literacy or both?

NCLE*notes* is published twice yearly by the National Clearinghouse on Literacy Education. Please address comments, suggestions or material for consideration to: Fran Keenan, NCLE, 1118 22nd St., NW, Washington, DC 20037.

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CAL NCLE notes

Vol. 1, No. 2 • December 1991

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The National Literacy Act and ESL Literacy

The signing into law of the National Literacy Act of 1991 (Public Law 102-73) this past July has important consequences for coordinating literacy education at local, state, and national levels. The Act promises to improve services to *all* literacy learners, including those whose native language is not English. Among the provisions of the Act are the following:

- **A National Institute for Literacy**—This institute, to be located in Washington, DC, will coordinate federally funded literacy research and programs, oversee training and technical assistance to literacy programs, and collect and disseminate information on promising literacy practices. It will be administered by an interagency group consisting of the Secretaries of Labor, Education, and Health and Human Services. Dr. Franmarie Kennedy-Keel has been named interim director of the institute.

- **State Literacy Resource Centers**—A network of state and regional centers will link the national institute to local service providers. These centers will also coordinate literacy services within each state and promote innovative teaching methods and technologies. Existing centers and interested organizations will be eligible to compete for grants administered at the state level by governors' offices beginning in Summer 1992.

- **Amendments to the Adult Education Act** extend and increase the funding for the Basic ABE State Grants Program, ensure greater access to federal funds for all public and private nonprofit education groups, increase the funding for teacher training, and establish Gateway Grants for literacy programs for residents of public housing.

Additional projects included in the Act are the National Workforce Literacy Assistance Collaborative, which will help small and medium-sized businesses improve the basic skills of the marginally employed and the unemployed; the National Workforce Literacy Strategies, which will establish and encourage partnerships between industry and literacy programs; and grants to state corrections agencies to set up voluntary functional literacy programs for inmates.

A New Definition of Literacy

Another important innovation of the Act is a broader definition of literacy that will shape U.S. literacy policy. The definition includes mention of English language proficiency as a facet of literacy. In the Act, literacy is defined as:

> an individual's ability to read, write and speak *in English* [italics added], and compute and solve problems at levels of proficiency necessary to function on the job and in society, achieve one's goals, and develop one's knowledge and potential.

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NCLE Seeks Literacy Documents for Database

A database is only as good as what goes into it. The job of the National Clearinghouse on Literacy Education (NCLE) is to make the ERIC database the best and most comprehensive source of information on literacy education for adults learning English. To accomplish this, Dora Johnson, NCLE Acquisitions Coordinator, wants to see copies of literacy materials you have produced and to get your advice about other likely sources of literacy materials.

When you send us your work—conference papers, research reports, classroom materials, program descriptions and evaluations, teaching manuals, or student handbooks—

- you give other teachers and researchers access to the work you've done.
- you become identified as a source of information, whether on family literacy, native language literacy, or other areas of literacy education.
- you simplify the process of disseminating your work.
- you ensure that your work will never be out-of-print or unavailable.

ERIC: Myths and Realities

Myth No. 1: Submitting a document to ERIC prevents you from publishing it elsewhere.

Reality: The release you sign gives ERIC permission to abstract, index, and reproduce your work; *no copyright is involved.* You remain free to submit your work to any journal or publisher.

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ERIC myths, continued from p. 1

Myth No. 2: Only polished documents are worth sending.
Reality: Substance is more important than style. It doesn't matter that you haven't had a designer do the cover of your handbook, nor that your curriculum was not printed on an expensive laser printer, as long as your document is timely, useful, and of reproducible quality (clear, dark type).

Myth No. 3: Nobody will see my work in ERIC.
Reality: ERIC is available in 3,000 libraries and research centers throughout the world. More than 500,000 ERIC searches are performed every year.

Myth No. 4: Submitting documents to ERIC is too complex; it will make my life harder.
Reality: It will make your life easier. All you do is send us your material and sign a release form. After NCLE has notified you that your work has been accepted for the ERIC database, you can refer inquirers to ERIC to obtain copies.

Myth No. 5: No one will buy my work from the publisher if it is also available from ERIC.
Reality: The ERIC microfiche version will probably help market your work. Once they find your work in ERIC, researchers are more likely to want an original from the publisher than a photocopy from ERIC, especially of longer documents.

So, please don't hesitate. Call Dora Johnson or Anna Litman at 202-429-9292 for more information. Or send 2 copies of your materials to Dora Johnson, NCLE, 1118 22nd St., NW, Washington, DC 20037. Your participation in ensuring ERIC's value to adult educators won't cost you more than postage or a phone call.

ERIC 800 number

For more information on the ERIC sytem, including how to locate a library with access to the ERIC database and an ERIC microfiche collection, call ACCESS ERIC at 1-800-873-3742.

NCLE Publishes National Directory, New Digests

A Directory of Literacy Programs for Limited-English-Proficient Adults and Out of School Youth is a new state-by-state guide to programs that offer literacy instruction in English as a second language. Each entry describes the type of program, populations served, and native languages of participants. A resource section lists governors' education aides; state directors of adult education and adult ESL; state contacts for library literacy, JTPA programs, and correctional education; and national and regional organizations involved in literacy. This 250-page, unbound directory fits into a three-ring binder. To order the directory, please send a check or money order for $15.00 (includes postage) to NCLE, 1118 22nd St, NW, Washington, DC 20037.

They're new and they're free! Two ERIC digests on workplace literacy and ESL learners are now available from NCLE. *Workplace Literacy Programs for Nonnative English Speakers* compares workplace-based programs and traditional classroom-based programs and identifies factors that influence program success. *A Learner-Centered Worker Education Program* describes how city workers in Vancouver, British Columbia, convinced management and union to support a program where language is developed around workers' experiences and interests.

For copies of the free digests and a list of all NCLE publications, please send NCLE a stamped, self-addressed, business-size envelope.

Resource Update

In coming months, many new materials related to adult literacy will be available through ERIC. Here's an advance look at some new resources. Because some of these resources may not yet be available through ERIC, information about how to acquire the materials from their original distributors is included.

Two companion volumes: **Job-Related Language Training for Limited English Proficient Employees: A Handbook for Program Developers** guides the reader from initial planning through implementation. **A Guide for Decision-Makers in Business and Industry** promotes the concept of workplace literacy to business executives. Contact the Development Assistance Corporation, 1415 11th St., NW, Washington, DC 20001, (202) 234-8842, for copies of these publications.

In **Teaching and Learning English as a Second Language: Curriculum Development Resources for Nursing Homes**, produced by the Continuing Education Institute of Needham, Massachusetts and the Chinese American Civic Association of Boston, teachers describe how they responded to the need for qualified assistants in nursing homes with training programs for ESL learners. The book contains practical guidelines and sample curriculum materials. Contact the Continuing Education Institute, 35 Highland Circle, Needham, MA 02194, (617) 449-4802.

Native English Curriculum Guidelines: A Resource Book for Adult Educators, prepared by Don Sawyer with Art Napoleon for the Native Adult Education Center in British Columbia is a gold mine of innovative, interactive ideas for teaching non-English speakers. Whole language teaching strategies, approaches to writing and literature, and practical modules on community and personal development, self-government, and land use are contained within. To order, contact Marketing Department, Open Learning Agency, Box 94,000, Richmond, British Columbia V6Y 2A2, Canada. Order Number: VA0108. Phone: (604) 660-2190.

In **Many Literacies: Training Modules for Adult Beginning Readers and Tutors,** Marilyn Gillespie describes practical ways one ABE program wove together knowledge about literacy possessed by learners, teachers, and researchers into a process of reading, writing, goal-setting, community-building, and mutual inquiry. *Many Literacies* can be ordered from: Publications Officer, Center for International Education, 285 Hills House South, University of Massachusetts, Amherst, MA 01103. Phone: (413) 545-0465. To access through ERIC, use the ERIC Document Reproduction Service ED No. 324 463.

News in Brief

1980's See Dramatic Rise in ESL Enrollment

The last decade was marked by a tripling in ESL enrollment in federally-funded adult basic education programs. In 1989, one in three adult students was learning English as a second language, up from one in five in 1980. Of these students, 65% are Hispanic.

Teaching Adults with Limited English Skill: Progress and Challenges, a report just issued by the U.S. Department of Education, provides these and other statistics, perspectives on instruction and program management from four states with large ESL populations, and summaries of national-level, federally-sponsored projects. Free copies of the report are available from the Clearinghouse on Adult Education and Literacy, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-7240, (202) 732-2396.

NALS Survey: Latest Effort to Measure Adult Literacy

Literacy workers are, at times, beset by requests from policy-makers, journalists, and others for precise numbers by which to understand the nation's "literacy crisis." "Statistics are slippery," we caution as we explain that most studies to date have been limited by the assessment instrument or definition of literacy used or they have confused literacy with *English-language* literacy.

The latest effort to measure literacy skills directly, the National Adult Literacy Survey (NALS), should answer some of the need for statistics and will contribute to our knowledge base on literacy. To be conducted between February and July 1992, the survey is designed to measure degrees of literacy in the following categories: prose, document, and quantitative literacy.

One shortcoming of this survey, however, is that it does not try to measure the literacy skills of adults with limited English proficiency. For example, statistics on Spanish-speaking adults who are not proficient in English will be drawn only from the results of an oral background questionnaire (available in Spanish and English) about education, employment, and reading practices.

The Educational Testing Service (ETS) of Princeton, NJ expects to release the findings to the public in the fall of 1993. For more information on the issues of literacy statistics, order NCLE's 1991 ERIC digest, *Measuring the Nation's Literacy: Some Important Considerations*, by Terrence Wiley.

Adult Learners Produce Kreyol/English Magazine

The Haitian Multi Service Center in Dorchester, Massachusetts offers literacy instruction in Kreyol (the first language of most Haitians) and ESL. Students at the center produce a magazine of their writings in both languages. "The writing remains the original, unchanged voice of each of the authors." For a copy of the magazine, send $4 (includes postage) to Editors, Haitian Center Adult Education Magazine, c/o Haitian Multi Service Center, 12 Bicknell St., Dorchester, MA 02121. For more information about projects that publish student writings, order NCLE's ERIC digest, *Listening to Students' Voices: Educational Materials Written by and for Adults Learning English*, by Joy Kreeft Peyton.

CAL Studies Influence of Mother-Tongue Literacy

The Center for Applied Linguistics (CAL), NCLE's parent organization, has just completed the first year of a five-year study to examine mother-tongue instruction in adult literacy and its impact on English language acquisition. The project is sponsored by the National Center on Adult Literacy (NCAL) at the University of Pennsylvania. To date, project staff have developed an annotated bibliography, held a national symposium on biliteracy, and surveyed U.S. programs offering mother-tongue literacy instruction and ESL.

In the future, the project will examine the effects of mother-tongue literacy instruction on learners' reading and writing skills, retention of learners in programs, and learner success in meeting personal goals. If you know of programs offering mother-tongue instruction or would like more information about this study, contact Dr. Marilyn Gillespie at the Center for Applied Linguistics, 1118 22nd St. NW, Washington, D.C. (202) 429-9292.

Instructor Training Study Issues New Guide

What works best for training teachers? Are workshops and conferences enough? For a look at what's happening in programs around the United States, the newly issued *Key Elements of Adult Education Teacher and Volunteer Training Progams*, by Pelavin Associates, identifies effective staff development practices and summarizes training practices at nine sites visited by the project staff.

State profiles of available training and a report on the delivery and content of training have also been completed. Project staff will next develop teacher training instructional packets. All of the Pelavin reports are available from the Clearinghouse on Adult Education and Literacy, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-7240, (202) 732-2396.

Parent Involvement Study Seeks Programs

The Department of Education, Office of Planning and Policy has contracted Policy Studies Associates, a private educational research firm, to conduct a study to identify bilingual parent involvement programs that work with parents on parenting issues and have a component in which children and parents work together. In Fall 1992, the Department of Education will publish a handbook of established programs. If you are working in this type of program and would like your project considered for the study, please contact Alexander Russo of Policy Studies Associates at (202) 939-9780 by March 1992.

National Literacy Act, continued from p. 1

Recognizing the Needs of the ESL Literacy Community

As those of us who work in the field of adult education know, the demand for English as a second language (ESL) instruction continues to increase. According to a recent study by the U.S. Department of Education, Division of Adult Education and Literacy, ESL is the fastest growing sector of the adult education population. (See page 3 of this newsletter.) One in three adult students in the United States is studying ESL.

Within the population of adult students of English as a second language, learners' literacy skills and needs vary significantly. For example, many ESL learners have learned to read and write in their native language, whereas others have not. To date, no national literacy surveys have attempted to distinguish between these groups. We have to guard against a tendency to mix the two and consider those whose proficiency in English is low as nonliterate. *Literacy can not be equated with English language literacy.*

We know more about teaching literate second language learners than we know about identifying, reaching, and teaching the segment of the ESL population that is not yet literate in any language. Unable to benefit fully from traditional ESL instruction that assumes literacy, or from typical adult basic education (ABE) that assumes fluency in English, this group needs to be considered as new national literacy strategies are formed.

NCLE has identified the following needs that should be addressed by the new national institute:

- Research on the number of nonnative English speakers requiring various kinds of literacy services; for example, how many potential adult ESL students are not receiving instruction because of their low literacy skills in their first language?
- Continued research on ways to recruit, teach, and retain adult learners and on practices in literacy instruction, such as native language literacy instruction.
- Commitment to and funding for the recruitment of literacy professionals from diverse backgrounds.
- Improved training and support for all literacy instructors.
- Improved indicators of both program quality and learner progress, including those that consider the learner's own evaluations.

During the coming months, as plans for implementation of the Literacy Act get underway, those of us who represent ESL literacy learners can play an important role by making sure this population is not overlooked. To express your concerns or to get more information about the institute, please contact: Dr. Franmarie Kennedy-Keel, Interim Director, National Adult Literacy Institute, USDE, 400 Maryland Ave., SW, Washington, DC 20024, (202) 401-3000.

As the only national clearinghouse for adult ESL literacy, NCLE specializes in issues relating to adults learning English as a second language. NCLE's free digests and bibliographies on adult literacy topics such as workplace and family literacy have a special focus on adult ESL instruction. We also maintain a resource center that includes a database of adult ESL literacy programs around the United States. Please contact us for information, referral, and technical assistance.

[1] National Literacy Act of 1991, Section 3, 20 U.S.C. 1201.

For up-to-date information on ESL literacy, call 202-429-9292 M-F, from 9-5 EST. Ask for the National Clearinghouse on Literacy Education or NCLE.

NCLE*notes* is published twice yearly by the National Clearinghouse on Literacy Education(NCLE) and distributed free to individuals and organizations on NCLE's mailing list. Please address comments, suggestions, or material for consideration to: Fran Keenan, NCLE, 1118 22nd St., NW, Washington, DC 20037.

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CAL NCLE notes
Vol. 2, No. 1 • Summer 1992

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Tips for ESL Literacy Teachers

How can teachers provide a rich literacy experience for their students? The following suggestions, based on the educational principles that shape rich language and literacy development, may provide some guidance. These guidelines are not meant as "teacher-proof" solutions to ESL literacy; rather, they are meant as a basis for reflection and discussion.

Strive for genuine communication with your students.
Design activities that tell you who your students are, what their experiences have been, what they care about, and what literacy means to them. Share information about yourself, your joys, and your sorrows, and invite your students to talk about themselves. Treat your students as you would any intelligent adult and do not spend a great deal of time asking questions to which you already know the answer. After you have just written the date on the board, it is more respectful to say "Su Ma, could you please read the date on the board?" than to ask "What's the date today?"

Make your classroom into a community of learners where everyone feels welcome and all views are respected.
Provide opportunities for different groups to work together, share information, and be a resource for each other. Ask learners to read as a group, to share their ideas about a piece they have read, and to write collaboratively. Invite contributions that do not depend on language and literacy, such as illustrating a story the group has written. Provide opportunities for sharing experiences across cultures by asking learners to talk about their lives back home and to share significant cultural customs (e.g., weddings, funerals, or births) and family traditions. Discuss differences in literacy practices as well as commonalities. Learn to be a facilitator who guides the group, instead of a general who controls all interactions.

Link literacy with visual information.
Provide information in the form of visuals and realia (objects such as phones, staplers, machines, food, and signs) to get a point across. Choose photographs, posters, slides, and videos whose message can be understood without language (e.g., Charlie Chaplin's "The Immigrant," the grape stomping scene from "I Love Lucy"). Use these visuals to create atmosphere, illustrate a point, demonstrate a task, elicit a feeling, or pose a problem. Encourage learners to respond in many different ways, allow them to smell, touch, and manipulate realia and to respond to visuals in

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ERIC Family Literacy Resources

Family literacy bridges many disciplines, including adult literacy, early childhood education, psychology, and linguistics. It illustrates the breadth of the ERIC system of clearinghouses. The following is a list of selected ERIC system products that will be of interest to family literacy practitioners and parents.

ERIC Digests
These publications are available free or at low cost from the ERIC clearinghouse (CH) listed. Phone numbers are on the next page.

Bilingualism and the Academic Performance of Mexican American Children: The Evolving Debate (1990) and *Family Lives and Parental Involvement in Migrant Students' Education* (1991) CH on Rural Ed. and Small Schools (ERIC/RC); *Encouraging Young Children's Writing* (1991), *Parent Education and Support Programs* (1990), and *Planning for Parent Participation in Schools for Young Children* (1991) CH on Elementary and Early Childhood Ed. (ERIC/PS); *Family and Intergenerational Literacy* (1991) CH on Adult Career and Vocational Ed. (ERIC/CE); *Family and Intergenerational Literacy in Multilingual Families* (1990) NCLE; *Improving the School-Home Connection for Low-Income Urban Parents* (1988) CH on Urban Ed. (ERIC/UD); and *Parent Involvement in Elementary Language Arts* (1991) CH on Reading and Communication Skills (ERIC/CS).

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both verbal and nonverbal ways (classifying signs or developing strip stories by moving pictures around). Provide opportunities for learners to illustrate their writings with illustrations and photographs and give them a chance to interact without having to depend on language and literacy (e.g., sharing food, organizing a potluck, dancing at end-of-cycle parties).

Publish students' work.

Make room for your students' writing on your walls and in the hallways. Involve them in making signs, labels , and posters. Write their ideas down on large newsprint, tape papers on the wall, and refer to them often. Involve the school in publishing end-of-semester yearbooks, autobiographies, and collections of student writings. Use hallways or places where students congregate for displaying student work, photos, poems, etc. Encourage learners to invite family and friends to visit and admire their work.

Don't let learners get "mired in words."

Instead, provide opportunities to get the "big picture." Ask learners to bring in literacy materials they find puzzling, have them explain the context, and enlist the group in guessing what the materials might say. Highlight the key words and ask learners to fill in the rest using what they know about the real world. Watch an interesting video with the sound off and have learners create their own stories or predict what the actors might be saying. Talk about the way adults learn to listen and read in a second language by linking what they already know about the world with what they hear and see written.

Make literacy learning fun and focus on things that matter.

Students learn best when they have something to say and a reason for paying attention to others. Present a variety of options and then let

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RESOURCE UPDATE

We like this book so much that we've excerpted a chapter from it in this newsletter. **Bringing Literacy to Life:Issues and Options in Adult ESL Literacy** ($18.50 postpaid) results from a U.S. Department of Education study conducted by Heide Wrigley and Gloria Guth of Aguirre International. In their book, Wrigley and Guth document the state of the art of ESL literacy, synthesizing information from nine adult ESL literacy site visits and extensive research. They also provide a set of curriculum modules written by teachers. To order, write Aguirre International, Handbook, 411 Borel Ave., Suite 402, San Mateo, CA 94402.

A Guide to Funding Sources for Family Literacy ($5.00), updated in November 1991, contains information on locating government and private sector funding for family literacy projects. It includes helpful information on writing proposals, complete with a checklist for evaluating proposals, and budget examples. Available from the National Center for Family Literacy, 401 South 4th Ave., Suite 610, Louisville, KY 40202.

Looking for documentation of the value of family literacy? **Teach the Mother and Reach the Child: Results of the Intergenerational Literacy Action Research Project of Wider Opportunities for Women** ($10.00) by Sandra Van Fossen and Thomas G. Sticht found that 65% of the children of mothers participating in nine U.S. community-based programs demonstrated improvements as a result of their mother's participation in adult education. Available from Educational Writers Association, 1001 Connecticut Ave, NW, Suite 310, Washington, D.C. 20036.

Elgin YWCA Family Literacy Project Curriculum for ESL Parents and Preschoolers ($5.00) by Joan K. Berna, Susan Rickabaugh, Ann B. Grussing, and Lucy A. Elliot. Developed with funding from the Barbara Bush Foundation, this curriculum is full of practical activities to use with groups of parents and preschoolers in English and their native languages. Contact Curriculum Publications Clearinghouse, Western Illinois University, Macomb, IL 61455. (800) 322-3905.

In **A Curriculum Packet about Job Discrimination,** authors Andrea Nash and Peggy Wright give ESL teachers extensive information and tools they need to help students address the issue of job discrimination—especially discrimination based on citizenship status or national origin. For more information contact The Massachusetts Immigrant and Refugee Advocacy Coalition and the Office of Special Counsel, 178 Tremont Street, Boston, MA 02111.

Family Literacy, continued from p. 1

Parents' Role in Children's Language Acquisition (1991) CH on Languages and Linguistics (ERIC/CLL) and *Resources for Parent Educators* (1992) (ERIC/PS) are short bibliographies of documents in the ERIC database.

Books and Longer Publications

A Parent's Guide to the ERIC Database (1989) CH on Rural Ed. and Small Schools (ERIC/RC); *At-Risk Families and Schools: Becoming Partners* (1992) CH on Ed. Management (ERIC/EA); *Noises of Literacy* (1990, update) CH on Adult, Career, and Vocational Ed. (ERIC/CE); *Pigeon-Birds and Rhyming Words: The Role of Parents in Language Learning* (1990) and *Write On: Children Writing in ESL* (1989) CH on Languages and Linguistics (ERIC/FL); *Special Collection No. 4: Family Involvement* (1991) CH on Reading and Communication Skills (ERIC/CS); *Writing Our Lives: Dialogue Journal Writing with Adults Learning English* (1991) (NCLE).

ERIC/CE (800) 848-4815
ERIC/CS (812) 855-5847
ERIC/EA (503) 346-5043
ERIC/FL (202) 429-9292 ext. 240
NCLE (202) 429-9292,ext. 200
ERIC/PS (217) 333-1386
ERIC/RC (800) 624-9120 or (800)344-6646 (in WV)
ERIC/UD (212) 678-3433
ACCESS/ERIC (800) 538-3742

NEWS IN BRIEF

Literacy Hotlines Abuzz with ESL Requests

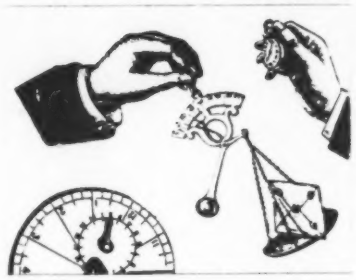
"Where can I volunteer to help people learn English?" "How can I find a tutor for English?" More and more of the callers to the national literacy hotline want ESL information. The Contact Center toll-free hotline, funded by the Department of Labor, Coors Brewing Company, and private donations, serves more than 4,000 callers per month—generally a third of whom have asked about ESL instruction or tutoring, according to Emily Herrick of the Center. Bilingual (Spanish/English) operators refer callers to local literacy programs and follow up the call by sending a listing of those programs.

You can call the hotline (800-228-8813) to verify your own literacy program listing. "It really helps us," said Herrick at Contact Center's offices in Lincoln, Nebraska, who explained that staff at the center are constantly trying to update their database of 10,000 ABE and ESL literacy programs. "It's very labor intensive," she added.

Most states have hotlines as well, although some only offer recorded messages—in English—to callers. A list of state hotlines is available from the Clearinghouse on Adult Education and Literacy. (See box below.) Those seeking more detailed information about adult ESL literacy can contact NCLE.

Workplace Literacy

Since 1988, the Department of Education has awarded 149 grants to companies and unions for workplace literacy programs. A new report on the National Workplace Literacy Program forecasts more partnerships between education and business, a greater use of alternative assessment methods, increased measurement of work-based outcomes, greater worker involvement in program design, more specialized staff development, and professionalization of the workplace literacy field. *Workplace Literacy: Reshaping the American Workforce* also profiles five exemplary programs, detailing their key elements and indicators of success. To receive a free copy, see the ordering information to the right.



Quality Indicators Now Available

The U.S. Department of Education has just released eight *indicators of program quality*—guidelines by which states can develop their own indicators of success for ABE and ESL literacy programs. Mandated by the National Literacy Act, the guidelines address educational gains, program planning, curriculum and instruction, staff development, support services, recruitment, and retention.

States have a year to adopt, adapt, or expand these indicators and incorporate them into their evaluation systems for local (state-funded) programs. At least two public hearings will be held in each state to provide a forum on issues such as the choice of measurement tools (e.g., standardized tests, skills checklists, or student portfolios). "Somehow it has to be quantifiable, at least within the same program," explained Mike Dean of the Department of Education.

The new indicators were developed and refined by a process that included state directors and adult literacy researchers. "Adult education was given a great opportunity to build from the ground up and not get performance standards imposed by Congress like the JTPA for instance," explained Dean.

The *Other* Clearinghouse

A list of state literacy hotlines, the workplace literacy report, and copies of the model indicators are available from the Clearinghouse on Adult Education and Literacy, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-7240, (202) 732-2396.

National Literacy Institute Board Named, Field-Initiated Proposals Under Review

On Friday, July 24, one year after the passage of the National Literacy Act, President Bush announced his nominees for the board of the National Institute of Literacy. The Institute's board, now awaiting Senate confirmation, will provide independent advice on the Institute's operation, recommend appointments for its director and staff, and receive reports from the interagency group of the Secretaries of Education, Labor, and Health and Human Services and the Institute's director.

The president's nine nominees for three-year terms are *John Corcoran*, of the Brehon Company and the San Diego Literacy Council; *Helen B. (Jinx) Crouch*, of the Literacy Volunteers of America; *Sharon Darling*, of the National Center for Family Literacy; *Jon Deveaux*, of the Bronx Educational Services; *Jim Edgar*, governor of Illinois; *Badi G. Foster*, of Aetna Life and Casualty Corporation; *Ronald M. Gillum*, of the Michigan Department of Education; *Benita Somerfield*, of Simon & Schuster Workplace Resources and the Barbara Bush Foundation for Family Literacy; and *Susan A. Vogel*, of Northern Illinois University.

Meanwhile, more than 500 proposals streamed into the Institute to meet the August 14 deadline for its first year funding program. Grants totalling $2.5 million will be awarded by September 30 after the proposals are reviewed by representatives from the interagency group.

Student Editors Exchange Newsletters

A group of 40 adult literacy newsletter editors—themselves adult learners—have been exchanging their publications since Jacquelyn Hammet of Libraries for Literacy in Waukegan, Illinois launched a network for that purpose. To participate, contact her at Libraries for Literacy, Waukegan Public Library, 128 N. County St., Waukegan, IL 60085, (708) 623-2041.

You can help NCLE update its program database!

NCLE is updating its database of literacy programs. The database is used to refer callers to local literacy programs. If you work for a program that offers **ESL literacy instruction** to **adults** or **out-of-school youth** (ages 16-22), please fill in the form below and complete the box checklist. Please detach (or photocopy) this page, fold it so the survey is on the inside, and mail it back to NCLE to make sure your program is included. Thank you! This information will help us maintain an important resource for adult ESL literacy educators.

Program Name _____

Address _____

_____

City/State/Zip _____

Name and Title of Contact Person _____

Telephone No. _____

In the box checklist below, please check the population groups to whom you offer specific kinds of literacy instruction.

Instruction Offered	Population Groups: Limited English Proficient Adult	Limited English Proficient Youth	Native English-Speaking Adult	Native English-Speaking Youth
Initial Literacy (up to GED level)				
GED Preparation				
Vocational/Workplace Literacy				
Family Literacy				
Native Language Literacy (e.g., instruction in Spanish or Chinese)				
Citizenship/Amnesty				
Native Languages of Learners (please list)	_____			
	_____			

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New from NCLE!

Three new digests (concise overviews of current topics in adult literacy and ESL education) are now available from NCLE: *Access to Literacy Education for Language Minority Adults, ESL Literacy for a Linguistic Minority:The Deaf Experience,* and *The Language Experience Approach and Adult Learners.* New NCLE minibibs (short bibliographies of ERIC documents) are *Approaches to Teaching ESL Adults* (updated), *Curriculum Guides for Adult ESL Literacy Programs* (updated), and *Resources for Tutors of Adults Learning English.* These products and a complete list of NCLE products are available free by writing or calling NCLE at 1118 22nd St., NW, Washington, DC 20037. (202) 429-9292, ext. 200.

NCLE awaits the fall publication of two important books on participatory ESL education—*Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy* by Elsa Roberts Auerbach and *Talking Shop: A Curriculm Sourcebook for Participatory Adult ESL* by Andrea Nash, Ann Cason, Madeline Rhum, Loren McGrail, and Rosario Gomez-Sanford. If you would like to be included on the waiting list to be notified when these books are available, please contact NCLE.

NCLE ***notes*** is published twice yearly by the National Clearinghouse on Literacy Education(NCLE) and distributed free to individuals and organizations on NCLE's mailing list. Please address comments, suggestions, or material for consideration to: Fran Keenan, NCLE, 1118 22nd St., NW, Washington, DC 20037.

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CALL FOR MANUSCRIPTS

The National Clearinghouse on Literacy Education (NCLE) is soliciting book-length manuscripts for possible publication in collaboration with Center for Applied Linguistics. Manuscripts should focus on some aspect of literacy education for adults whose native language is other than English.

NCLE has published or has in production books on interactive writing with ESL adults, participatory curriculum development, educational approaches in adult ESL programs, family literacy for immigrants, and biliteracy theory and practice.

Manuscripts should be no more than 100 pages long. To discuss your book ideas, please write to Joy Peyton or Fran Keenan at the address below.

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learners choose what interests them, so they will enjoy their work. Give them opportunities to respond in a variety of ways in class, such as quiet listening, group recitations, nonverbal reactions, and written responses. Encourage and support your students, but challenge them as well.

Focus on meaning while helping learners see how language works.

Recognize that ESL students need opportunities to use language and literacy for their own purposes. Sometimes, that purpose includes understanding unusual phrases, idiosyncratic pronunciation, or simple grammar rules. At other times, students may wonder what language is appropriate in certain situations, such as what kind of note to write if a teacher's mother has died. Make room in your class for a language awareness session in which you answer questions about structure or assist learners in the editing process. Don't interrupt the flow of communication or authentic reading and writing with explanations about form, structure, or phonics. Keep your explanations simple and don't let the "grammar freaks" trap you into lengthy explanations, especially if you are not certain about the answers. Point curious students toward books or make an appointment after class. Keep in mind that students learn by reading and that they learn to write by writing.

Trust the learners (and yourself).

Even learners who don't talk or write much can tell you many things about themselves. They do so through the pictures and movies that they like, the books they chose to look through, and the smiles they give you when they enjoy an activity. Several strategies can help you find out more about what learners want and need:

- Ask them. If you don't share a common language, find someone who does and ask that person to work with you in setting up periodic group discussions (two or three weeks into the session may be a good time to start).
- Provide choices. Present many different kinds of learning opportunities and watch what happens in your classroom.
- Celebrate learning (even small steps count) and encourage literacy experiments.
- Invite your students to assess their own progress and tell you about the challenges they face and the successes they have.
- Use the feedback you receive to make the class work for everyone.

Invite the community into your classroom.

Bring in guests from the community and from social service agencies and encourage them to interact with your students. Choose speakers who have something important to say and brief them ahead of time. Ask them to bring in pictures, videos, pamphlets, and realia and to keep the literacy demands low. Develop activities that allow your students to understand key concepts and become familiar with key words before the speaker arrives. Ask groups of students to write down the topics that concern them and the questions they want to have answered. Let them predict what the speaker might say. Help your students make connections between what they know, what they are curious about, and the information they expect to receive. Ask your students to respond to the session and evaluate the speaker (e.g., what they liked and didn't like, understood and didn't understand, their favorite new words, etc.).

Connect literacy to life.

Ask students to tell their stories, share their pictures, and recite their favorite poems or sayings. Give them an opportunity to observe literacy use in a variety of contexts and ask them to listen for interesting language wherever they go. Turn your students into researchers who ask family members, friends, and acquaintances about their experiences with schooling and learning. Ask them to find out about other people's views on language and culture and compare them to their own. Encourage learners to examine the role of literacy in their life and in their communities and help them see how literacy can be used to shape and alter the world.

Assess success.

As you observe your learners, ask yourself, "What is really going on here?" Find ways of recording "literacy incidents," events that show you whether your students are fully engaged in a particular activity or are just "going through the motions." Share your notes. Collaborate with others in your program (coordinators, teachers, and learners) and decide "what really counts." Define what you mean by success in language, literacy, and learning for the program and develop strategies for capturing small successes along the way. Categorize, analyze, and summarize until a rich picture of your literacy class emerges. Congratulate your students on their achievements. Share your success.

Excerpted from *Bringing Literacy to Life* by Heide Spruck Wrigley and Gloria J. A. Guth, published in 1992 by Aguirre International. Reprinted by permission of Aguirre International. For ordering information, see p. 2 of this newsletter.

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Making Meaning, Making Change

In the following excerpt from NCLE's newly-published book Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy, *Elsa Auerbach discusses how the University of Massachusetts Family Literacy Project in Boston addressed two important issues—teacher workload and staff development. For information on ordering this book and its companion volume,* Talking Shop, *please see the back page.*

Teachers in our project were full-time employees with benefits including medical insurance and paid vacation time. Each teacher taught two levels of classes, and in some cases opted to teach additional elective courses. Their other responsibilities included curriculum development, information dissemination, training, participation in site and project meetings, and other site responsibilities (e.g., intake, assessment, evaluation). Paid time for preparation, professional development, and nonteaching activities was probably the single most important factor in their ability to be effective as teachers, to develop innovative curricula, and to contribute to the the field of adult ESL literacy.

How can programs balance the need to be cost effective with the need for quality teaching?

In order to get funding, programs need to serve as many people as possible, for as little money as possible; consequently, teachers are often hired on a part-time basis or given heavy course loads. Further, the salary range in adult education is considerably lower than it is in other sectors of public education. The result is that teachers often run from job to job, burn out quickly, have no time for innovation, and leave the field after a few years. When we met other family literacy teachers at conferences, they often told us that they taught a few classes at night in addition to other jobs, and had little time to prepare or even think about curriculum issues. Their family literacy classes were often no different from other ESL classes. They rarely met with colleagues to discuss common concerns or share teaching strategies. In our case, it was precisely because teachers had paid time to read, write, and talk about their work that they were able to be effective inside the classroom and contribute to the development of the field.

The choice between quality full-time teaching and cost effectiveness is a false choice. In order for instruction to be effective and for the field of adult literacy to develop, teachers must be treated as professionals, and supported in terms of salary, working conditions, and intellectual development. It is the teachers who ultimately determine the quality of adult literacy, and it is only when they are recognized, given paid time to meet with each other, to reflect on and document their practice, that the delivery of services will improve and the field as a whole will move

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NCLE Enjoys a Busy First Three Years

It doesn't seem possible to those of us who work here, but NCLE has recently entered its fourth year of existence. In its first three years, the clearinghouse has been a busy place. When we look at whom we've served, the documents we've contributed to the ERIC database, and what we've published, we realize how far we have come since 1989. We are still the only national group providing free publications and an information and referral service about adult literacy for immigrant adults. Our links with ERIC, the US Department of Education Office of Adult and Vocational Education, and the National Institute for Literacy are strong. We also network actively with other national and local literacy advocacy groups and providers.

A very important facet of our work is user services. We now receive an average of 165 calls and letters per month, totalling almost 2000 requests for information in 1992. In that same time, we have distributed more than 32,000 free NCLE publications and flyers. Our newsletter, *NCLE notes*, goes out to more than 6,000 literacy practitioners and researchers twice a year.

We also maintain a small resource center and a database of literacy providers and receive visitors regularly.

Since 1989 when we were established as an adjunct ERIC

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clearinghouse, NCLE has acquired 1500 documents for review for inclusion in the ERIC database. Of these documents, 600 fit our scope (literacy education for limited-English-proficient adults and out-of-school youth), met ERIC requirements for quality, and were added to the database. We were able to transfer another 600 documents (related to adult literacy but not quite within our scope) to other ERIC clearinghouses for processing.

Every year we publish digests, minibibs, and books on a range of literacy education topics including native language literacy, family literacy, and workplace literacy. Our most popular digest to date is "Family and Intergenerational Literacy in Multilingual Families" by Gail Weinstein-Shr. Gail is currently working on a book for us about literacy and immigrant families, that will be available later this year.

Other books we have published are *Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English;* the new *Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy* (an excerpt starts on page one of this issue of *NCLE notes*) and *Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL.* Upcoming titles are *Approaches to Adult ESL Literacy Instruction* and *Adult Biliteracy in the United States.*

We are always interested in hearing from our users. If you have suggestions for publication topics or other services we might provide, please write us at NCLE, 1118 22nd St., NW, Washington, DC 20037. Our fax number is (202) 659-5641. You can also reach us by phone at (202) 429-9292, ext. 200 or by E-mail at our Internet address—"cal@guvax.georgetown.edu".

Thanks to all of our readers who responded to the survey included in our last issue. We received close to 200 replies and were able to update our database of providers.

RESOURCE UPDATE

In recent years, the special needs of learners who lack literacy skills in their native language have come to the attention of adult ESL literacy teachers and program administrators. Native language literacy instructional materials are difficult to find and usually have to be developed, at least in part, by the instructor. NCLE is compiling a guide to Spanish native language literacy resources. If you have located or developed any materials for native language literacy instruction, especially Spanish materials, and wish to share them with others, write Fran Keenan at NCLE, 1118 22nd St., NW, Washington, DC 20037.

Are you looking for another tool to help with placement of learners? Developed by the Adult Education Resource Center and a group of Northwest Illinois Spanish literacy/ABE/GED providers, the **Spanish Skills Placement Test (SSPT)** is designed for Spanish-speaking adult literacy learners. Its eight competencies are in order of complexity and it is available for $5.00 (which includes a score sheet and administrator's instructions) from the Adult Education Resource Center, 1855 Mt. Prospect Rd., Des Plaines, IL 60018. (708) 803-3535. The Resource Center welcomes the duplication of the test for program use.

The following bilingual (English/Spanish) resources will be of interest to those who work with Spanish speakers: **Medicines and You: A Guide for Older Adults** (1992), is a comprehensive guide on the use and effects of medicines, working with a doctor and pharmicist to get appropriate medicines and use them properly, and monitoring use of and reactions to medicines. Single copies are available free from COSSMHO Publications, Attn. José Muñoz, 1501 Sixteenth Street NW, Washington, DC 20036. **Is Work Making You Sick? Information for Workers Handling Hazardous Chemicals** (1990) contains valuable information about possible hazards on the job, strategies for working with others to overcome them, and places one can go for help. It includes clear pictures and worker dialogues. Available from the Labor Occupational Health Program, 2521 Channing Way, Berkeley, CA 94720. (510) 642-5507. Single copies are free; thereafter, the booklet costs $35.00 per 100 copies.

The Refugee Service Center at the Center for Applied Linguistics has recently published **Their Stories: Three Collections of Refugee Developed Readers.** These Southeast Asian folktales, holiday and celebration stories, and stories on Amerasian and young adult themes were developed by students and teachers. Each page of text is illustrated, the language is predictable and interesting, and the books can be photocopied freely. For price and ordering information, contact La Ditthavong at the Refugee Service Center, 1118 22nd St., NW, Washington, DC 20037. (202) 429-9292, ext. 221.

Literacy Harvest, the new journal of the Literacy Assistance Center in New York City, is published twice a year and addresses emerging issues in the field of adult literacy education for native and nonnative English speakers. Upcoming issues will focus on topics such as student involvement in program management, intergenerational literacy, legislative issues and literacy programs, and workforce literacy. To receive a free copy, contact the Literacy Assistance Center, 15 Dutch St., 4th Floor, New York, NY 10038. (212) 267-5309.

NCLE will be represented at the Center for Applied Linguistics booth at both the National Association of Bilingual Education (NABE) convention (February 24-27, Houston); and Teachers of English to Speakers of Other Languages (TESOL) convention (April 13-17, Atlanta). NCLE staff will be available to distribute free products, answer questions about the clearinghouse, and conduct free searches of the ERIC database. If you are planning to attend either of these conventions, we invite you to stop by the CAL/NCLE booth!

NEWS IN BRIEF

State Resource Centers Announced

The National Literacy Act of 1991 authorized the federal funding of State Literacy Resource Centers to coordinate literacy efforts within each state; to provide needed resources, such as research and instructional material; and to provide a link between the new National Institute for Literacy and service providers. Governors' offices in each state are coordinating the process of establishing the centers and will oversee their operation.

Annual funding for each state's center is based on the number of adults in that state who are not high school graduates. Because of this formula, funds slated for the centers range from $10,224 for Alaska to $417,495 for California. The Department of Education announced at the end of December that eleven states will combine funds and form three regional centers. These states are Alaska, Idaho, and Washington; Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont; and South Dakota and Minnesota. Seven states including New York, Florida, and Texas will be setting up new resource centers. Thirty-two other states, the District of Columbia, and Puerto Rico will be expanding existing centers with the funds. For more information about the centers, call George Spicely at the Office of Vocational and Adult Education at (202) 205-9720, or your state's governor's office.

ESL Transitional Grants Awarded

On September 30th, the Department of Education awarded $698,000 in two-year grants to El Paso Community College, the Massachusetts Department of Education, and the Arlington (Virginia) Education and Employment Program (REEP).

These first grants awarded under the English Literacy Demonstration Program support transitional programs for ESL learners into academic and vocational education programs. They require partnerships between local education agencies or community-based organizations and community colleges. For additional information on these projects, call Joyce Campbell at the Office of Vocational and Adult Education at (202) 205-5412.

National Institute for Literacy News

At their first meeting, in November, the Institute's newly sworn in board elected Badi Foster chair and Sharon Darling vice chair. The board discussed the national search for the position of Institute director. They hope to advertise the position in January. The board will meet again in January to focus on future priorities for the Institute including establishing a national database, a toll-free number, and a clearinghouse. "The intention is not to rebuild, but to figure if there's a way to link together what already exists," said Sondra Stein, consultant to the Institute.

This fall, 36 one-year grants totalling $3 million were awarded to literacy and ESL research and demonstration projects by the Institute. The grantees met in November and discussed, among other topics, how best to document their work so that others can benefit from it. Under consideration by the Institute is a mid-year meeting of the grantees to continue the discussion and establishment of an electronic network or bulletin board for sharing information.

Resources for Immigrant Youth

CHIME, the Clearinghouse for Immigrant Education, a service offered by the National Center for Immigrant Students in Boston, would like to hear from programs that serve older immigrant youth who have had little formal education. These students frequently end up in high school classes with younger classmates. "We have had trouble locating formal programs," said Cynthia Coburn of CHIME, who has been trying to create a network of programs serving these students. You can reach CHIME at (800) 441-7192 to find out more about the network and other available resources.

NCAL Forum Looks at Professionalism

At a December forum in Washington, DC on professionalism in adult literacy sponsored by the National Center on Adult Literacy (NCAL), Susan Lytle of the University of Pennsylvania delivered a paper calling for inquiry-based staff development in adult literacy. She suggested that our views of staff development should be changing as our views on teaching literacy are changing. She said that current models of staff development often don't acknowledge the wisdom and experience that teachers bring to their jobs. Lytle works with a University of Pennsylvania project in which teachers and tutors conduct their own research on teaching, learning, and administration in their own program settings in collaboration with university-based researchers and educators. For a copy of Lytle's paper (NCAL document no. PB92-2) or more information on NCAL's literacy policy forums, contact NCAL at the University of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104. (215) 898-2100.

Native Language Literacy Working Group Formed

In November, the Center for Applied Linguistics (CAL) completed an NCAL-sponsored research project on Mother-Tongue and ESL Literacy. As part of the project, a working group on native language literacy—instructors, program directors, and researchers— met at CAL in August 1992 and drew up recommendations for research that are included in the final report.

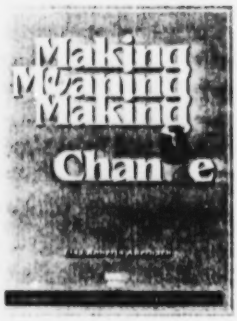
Upcoming activities related to native language literacy include a presentation at the April TESOL conference in Atlanta (see bottom of p. 2) and another meeting of the working group sometime next year if funding can be found. For more information about the working group or the TESOL conference presentation, contact Marilyn Gillespie at CAL. (202) 429-9292.

Family Literacy Grants Awarded

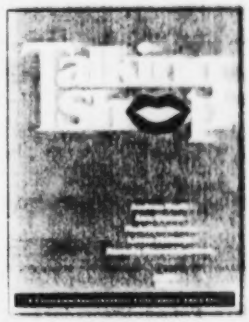
On November 24th, the Barbara Bush Foundation for Family Literacy, in its third round of grant awards, announced 16 new grants totalling $502,650.

The foundation is trying to raise a $25 million endowment that will provide $1.7 annually for grant allocations. For a list of the 1992 grantees and a description of the foundation's activities and goals, write The Barbara Bush Foundation for Family Literacy, 1002 Wisconsin Ave., NW, Washington, DC 20007. (202) 338-2006.

Just Published! New NCLE books!



Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy
by Elsa Roberts Auerbach
(ISBN: 0-93-735479-1)
Paper. 132 pages ($15.95)



Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL
by Andrea Nash, Ann Cason, Madeline Rhum, Loren McGrail, and Rosario Gomez-Sanford
(ISBN 0-93-735478-3)
Paper. 70 pages ($9.95)

Order Toll-Free from Delta Systems at 800-323-8270

NCLE ***notes*** is published twice yearly by the National Clearinghouse on Literacy Education(NCLE) and distributed free to individuals and organizations on NCLE's mailing list. Please address comments, suggestions, or material for consideration to: Fran Keenan, NCLE, 1118 22nd St., NW, Washington, DC 20037.

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New NCLE Publications

The following titles are new digests published by NCLE.

In *Learner Assessment in Adult ESL Literacy*, Heide Wrigley of Aguirre International outlines the most commonly used standardized tests in adult literacy programs and discusses in depth alternative approaches to assessment.

Staff Development for ABE and ESL Teachers and Volunteers by Mark Kutner of Pelavin Associates points out that many ABE and ESL teachers and volunteer instructors receive little or no training. Kutner describes key elements of effective staff development programs.

Children's literature is not just for kids, argues Betty Smallwood in *Children's Literature for Adult ESL Literacy*. Children's books have captivating illustrations and story lines and many have universal appeal and address mature themes and topics. They can be valuable tools for adult ESL literacy development.

In *Linguistic Diversity in the United States: English Plus and Official English*, Vickie Lewelling of the ERIC Clearinghouse on Languages and Linguistics lays out the viewpoints of two opposing movements on language issues. She describes the status of federal and local legislation that restricts or ensures linguistic diversity.

For a free copy of any of these digests, please mail a stamped, self-addressed envelope with the products list below (or a copy of it) to:

NCLE
1118 22nd St., NW
Washington, DC 20037

Free Resources Available from NCLE

Single copies of the following materials are available at no cost. (Materials may be duplicated.) Availability of materials depends upon clearinghouse supplies. Mail this form or a copy of it to the address listed directly above. Stamped, self-addressed envelopes are appreciated. To order any priced publication, please send a check payable to ERIC/NCLE.

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___ Literacy Education in Correctional Institutions
___ Needs Assessment for Teachers and Students
___ Resources for Tutors of Adults Learning English *(New!)*
___ Sociocultural Aspects of Literacy
___ Statistics on Literacy
___ Workplace Literacy

Priced Publications Available from NCLE

___ **Directory of Literacy Programs**
(1991) A guide to local literacy providers plus state and national contacts. (250pp.) **$10.00**

Resource Guides
___ Correctional Literacy Education (23 pp.) **$3.50**
___ A Dialogue Journal Bibliography (9 pp.) **$2.50**

Making Meaning, Making Change, continued from p. 1

forward. Teaching cannot be divorced from professional development.

Staff Development

Our project started with a traditional training model in which the coordinator was responsible for selecting topics, designing the syllabus, and conducting the trainings. As coordinator, I came to early staff meetings with a plan for each session, and began by presenting information, suggesting readings, and trying to lead discussions. It soon became clear that this wasn't working: Teachers felt that the readings had little relation to the realities of their classrooms.

How can training address the tension between expanding teachers' knowledge base and responding to practical issues and classroom realities?

While I was trying to create a theoretical and conceptual framework for the project, teachers were immersed in issues such as "How can I find out what students are interested in if we don't share a common language?" They needed time to talk about issues arising from their practice, and for this, they were each others' best resources. My input was valid but no more important than theirs. In other words, the training needed to be driven by the teachers' practice, rather than their practice driven by the training. Nevertheless, I was concerned that they weren't getting the information they needed from the knowledge base of research and professional literature to which I had access. I continued to suggest readings or topics. Very often, when it came time to discuss them, the teachers, like students, hadn't done their homework. But, like students, when the homework emerged out of one of *their* concerns, and they felt a need for a particular kind of external resource, they became engaged. In other words, when their learning was self-directed, arising out of their own needs, it was most useful. I had to let go of the idea that I, as the trainer, was responsible for shaping their learning based on what *I* thought was important, and to stop feeling guilty if we deviated from the agenda. The model we arrived at drew on both our own and outside resources. Its central component was teacher sharing (described in Chapter 3 as the core of curriculum development). We also had workshops on a variety of topics chosen by the teachers.

Staff development, like teaching, is most effective when it is participatory. It needs to be ongoing and contextualized, emerging out of the real issues and questions teachers are facing. This means redefining expertise so that teachers' experiences and roles in constructing knowledge count. We need to move toward an "everyone teaches, everyone learns" model with each other as well as in our work with students.

The Practitioners' Bill of Rights

What practitioners need from funders and program administrators to provide effective (and therefore cost-effective) adult literacy/ESL instruction is the following:

1. Full-time employment. Teachers must be hired fulltime so that they don't have to piece together several part-time jobs and can develop their work as professionals.

2. Competitive salary and benefits. Adult education teachers must be paid salaries comparable to other teachers and have benefits so that qualified people stay in the field and develop it.

3. Redefinition of qualifications. Nonformal education, linguistic and cultural background factors, teaching experience, and community ties should be given as much weight as formal education and advanced degrees in proposal evaluation and hiring.

4. Staff development time. Teachers must have paid time for training, teacher sharing, preparation, and curriculum development. Job descriptions and course loads should reflect these responsiblities.

5. Adequate instructional time for students. Teachers must have the ability to determine duration of instructional cycles and student progress with no unrealistic expectations for how long it takes to acquire ESL/literacy and no externally imposed limitations on length of instruction.

6. Autonomy. Teachers must be given autonomy in determining appropriate instructional content for their students rather than have curriculum and outcomes dictated by external needs.

7. Alternative evaluation. Programs should be evaluated through a variety of means (primarily qualitative) that reflect curriculum content, rather than solely on the basis of quantitative measures (test scores, grade levels, placements, etc.). Refunding should be contingent on a range of factors rather than on numbers alone.

8. Support services. Programming should include counseling, child care, and other support services. Communication between support and instructional components should be facilitated.

9. Participation in program management. Teachers should be involved in decision making in all areas that affect their work (including intake, hiring, placement, and evaluation).

The above is an excerpt from *Making Meaning, Making Change: Participatory Curriculum Development in Adult ESL Literacy* by Elsa Roberts Auerbach, published in 1992 by the Center for Applied Linguistics and Delta Systems. To order this book or its companion volume, *Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL*, call Delta Systems at (800) 323-8270 (9-5 EST). From within Illinois, please call (815) 363-3582.

CAL NCLE notes

Vol. 3, No. 1 • Summer 1993

Inside:

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New NCLE Products p.6
Also .....*NCLE User Survey*

A Teacher Talks Shop on the Participatory Approach

In the following excerpt from NCLE's recently published book, Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL Literacy, *one of the authors, Madeline Rhum, a teacher in Boston, Massachusetts, recounts a classroom experience in which she used issues raised by learners to define her lesson.* Talking Shop *includes other such examples from the authors—all teachers working in community-based adult education programs in the Boston area. The book is a rich weave of the voices of teachers sharing their concerns and observations as they teach adults. For information on ordering this book and its companion volume,* Making Meaning, Making Change, *please see page 5.*

In a participatory classroom, it's important to establish an atmosphere of openness and sharing. People in the class have to feel that their issues, concerns, and ideas are valued by others in the class before they will be willing to talk about them. Depending on the individuals in the class, it can take anywhere from a couple of weeks to a couple of months to build this trust among members of the class. I will generally spend the first fifteen minutes or so of each class just chatting with people about what's going on in their lives or about current events. Through these informal conversations, I often get ideas for topics that we can later explore with a reading, or learn about an issue that calls for immediate attention.

An example of using a student's concern as the content for a literacy lesson occurred when a student brought a traffic ticket that he did not understand to class. He told the class about the tickets he had gotten recently. One of them was a parking ticket; the other, a moving violation. It was the latter of the two that confused him. He brought the ticket to class because he wanted to pay it but did not know how to do so. I looked at the ticket and was not sure either. The extremely small print on the back of the ticket that is intended to explain the process for payment was written in legalese and was of no help. Other members of the class asked him about the circumstances in which he got the ticket. As it turned out, he was not sure what he had done wrong and when he asked the police officer to explain the problem to him, he was ignored. We looked at the ticket, and the reason for issuing the ticket was not at all clear. As people asked more questions, he supplied more details about the incident, and about what he thought the reasons were for his receiving the ticket. Other students talked about the times they or their friends had gotten tickets. Several important issues emerged from this discussion: 1) racial discrimination; 2) illiteracy; 3) the difficulties of having limited English ability; and 4) quotas for ticketing.

For the following class, I wrote up the traffic ticket discussion as a reading. This generated further discussion about problems people had in dealing with the police. After several minutes, I suggested to the class that

continued on p. 5

Census Tables Show Language Diversity

Recently released tables based on the 1990 Census, *Language Spoken at Home and Ability to Speak English for United States, Regions and States: 1990* (CPH-L-133), reaffirm that we are very much a multilingual nation. When asked about language use, 31.8 million respondents reported speaking a language other than English at home. An estimated 25.5 million of this number are adults. Some speak another language at home but are proficient in English as well. However, many have some level of difficulty speaking English.

When asked by the Census about their English language *proficiency*, 11.8 million (or 37% of those who speak a language other than English at home) reported some difficulty speaking English and 1.8 million reported speaking English "not at all." According to Dorothy Waggoner, publisher of *Numbers and Needs: Ethnic and Linguistic Minorities in the United States*, this second number can only be seen as the *absolute minimum* estimate of the limited English proficient population. The Census only asked about *speaking* English, not about reading or writing it. Also, because the census data on language proficiency is self-reported, it may underrepresent the actual numbers.

Spanish is the most frequently reported language other than English spoken in all four census regions of the United States. More

continued on p. 2

1990 Census, continued from p. 1

than half of the total number of those (adults and children) speaking other languages reported speaking Spanish at home. The United States now has the 4th largest number of Spanish native speakers in the world, with 17.3 million speakers (7% of the total U.S. population).

Copies of the tables are available for $25.00 prepaid from the Bureau of the Census, Population Division, Statistical Information Office, Washington, DC 20233. (301) 763-5002.

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A Reminder

The ERIC database is more than 600 references richer on ESL and native language literacy, thanks to you. Keep up the good work. Send NCLE your curriculum guides, research reports, reviews of the literature, and other published or unpublished writings. All of us benefit from what you have learned. Call Dora Johnson or Anna Litman at NCLE for more information on submitting material for consideration for ERIC.

NCLE*notes* is published twice yearly by the National Clearinghouse on Literacy Education (NCLE) and distributed free to individuals and organizations on NCLE's mailing list. Please address comments, suggestions, or material for consideration to: Fran Keenan, NCLE, 1118 22nd St., NW, Washington, DC 20037 or FAX to: (202) 659-5641.

RESOURCE UPDATE

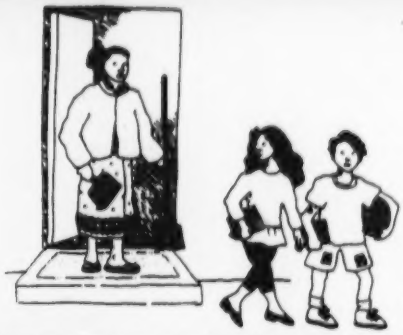


illustration by Jamie Treat reprinted by permission of Refugee Women's Alliance

Family Talk Time: A Curriculum for Refugee and Immigrant Parents by the Refugee Women's Alliance (1992) This curriculum guide, field-tested with refugee women, should delight family literacy instructors. Its sections on raising children and changed family roles in the United States are intended to help teachers increase the confidence and skills of refugee parents and build on their traditional parenting skills and values. The section called "Taking Care of Yourself" includes helpful lessons on coping with depression and raising one's self esteem. For a copy of the guide (limit one per program), contact Sue Wilkes at Refugee Women's Alliance, 3004 S. Alaska, Seattle WA 98108.

NCLE staff recently updated the clearinghouse's annotated mini-bibliography of family ESL literacy documents from the ERIC database. For a free copy of **Family and Intergenerational Literacy**, contact NCLE at 1118 22nd St., NW, Washington, DC 20037 or call us at (202) 429-9292, ext. 200.

Children's literature can be a vital part of family literacy programs; however, bilingual children's literature can be difficult to find. One good source, **Children's Book Press,** offers a catalog of beautiful bilingual picture books of tales from various cultures: Latino/Hispanic/Carribbean (bilingual Spanish /English), African American, Asian American, Native American, and Eastern European. 1461 Ninth Avenue, San Francisco, CA 94122. (510) 655-3395. **Santillana Publishing Company** has an extensive collection of children's books in Spanish. Some are written in Spanish; many are popular English books, translated into Spanish. 901 Walnut Street, Compton, CA 90220. (800) 245-8584.

In **Adult Literacy Education: Current and Future Directions—An Update** (1992), Hanna Arlene Fingeret explores current issues in the field, including the need to change the emphasis on literacy policy and funding from a crisis orientation to long-term commitment and the importance of creating an infrastructure that would support this in the field of adult literacy. (Information Series No. 355) $6.00. **Workplace Literacy: A Guide to the Literature and Resources** by Susan Imel and Sandra Kerka (1992) contains an extensive bibliography of workplace literacy resources, descriptions of selected programs, and a list of resource organizations. An appendix lists National Workplace Literacy Program documents that are available through the ERIC system. (Information Series No. 352)$7.00. Both reports are available for the prices indicated, plus $3.50 postage, from the ERIC Clearinghouse on Adult, Career, and Vocational Education in Columbus, Ohio. (614) 292-4353 or (800) 848-4815.

Do you want to catch up on electronic technologies? The latest issue of **The ERIC Review** (Vol. 2, Issue 3) is about the use of computer networks to enhance teaching and learning. Although not directly addressing adult literacy education, this issue contains a good overview of the state of the art of computer networking. For a free copy of The ERIC Review, call ACCESS ERIC at (800) LET-ERIC (538-3742). Also from **ERIC**, a digest about the Internet, the network of electronic networks that a growing number of researchers and educators use to communicate and share resources. If you would like a free copy of **Internet Basics**, contact the ERIC Clearinghouse on Information Resources at Syracuse University, School of Information Studies, 030 Huntington Hall, Syracuse, NY 13244-2340.

NEWS IN BRIEF

BCEL to Close June 30

We are sad to report that an important beacon in the literacy world is being extinguished after ten years. As of June 30, the Business Council on Effective Literacy (BCEL) will close its doors due to funding problems.

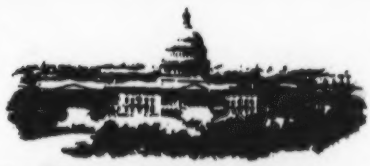
BCEL's quarterly newsletter, mailed to 30,000 individuals and organizations, will cease publication after the July 1993 issue. The final 20-page issue contains a "roundtable discussion" on adult and ESL literacy featuring representatives from most major literacy groups. The newsletter's comprehensive reports on workplace literacy activities and reviews of products will be greatly missed.

BCEL's small staff also developed other publications, provided information and guidance about setting up workforce literacy programs to those in the business and literacy communities, and gave workshops at many conferences. The organization was an integral part of the effort to pass the National Literacy Act of 1991 and to establish the National Institute for Literacy.

After June, the BCEL resource library will be deposited at the National Institute for Literacy (NIFL). BCEL publications will be distributed by NIFL (202) 632-1500 and by the ERIC Clearinghouse on Adult, Career, and Vocational Education at the Ohio State University. (800) 848-4815.

NALS Report Awaited

On September 8, 1993, the Education Testing Service (ETS) will release the overview report on The National Adult Literacy Survey (NALS), an adult literacy survey of 15,000 Americans. Although this survey did not attempt to measure the literacy of limited English proficient adults, a specialized report on language and cultural minorities, one of six such reports on different subjects, is also being prepared. Available in April 1994, it will include an analysis of survey respondents' self-ratings of English and native language literacy.



English Language Laws Pending in Congress

Several bills that attempt to make English the official language of the United States and to prohibit government use of other languages except in certain circumstances are pending in Congress. The most sweeping of the proposed legislation, the Language of Government Act (H.R. 123), is part of a three-tiered measure called the Language for all Peoples Initiative. According to Maurice Belanger of the National Immigration, Refugee, & Citizenship Forum, "It sounds harmless" ... "but would punish people who don't speak English." He encourages those who are opposed to mandating official English to write their representatives about this bill.

For an overview of the issues of language diversity and language legislation in the United States, see the ERIC digest, *Linguistic Diversity in the United States: English Plus and Official English*, co-published by NCLE and the ERIC Clearinghouse on Languages and Linguistics. A free copy of this digest is available from NCLE.

Family Literacy Database

The Intergenerational Literacy Project of Teachers College is developing a database of research on literacy acquisition in parent/child interactions. The database will be available in September 1993 on the Learning Link system, a not-for-profit network operated by the Public Broadcasting System, and accessible through Internet. For more information, contact Ann Boehm or Karen Brobst at the Intergenerational Literacy Project, Box 35, Teachers College, Columbia University, 525 W. 120th St, New York, NY 10027. (212) 678-4141.

Reading Is Fundamental Gets Grant Funds

Reading Is Fundamental (RIF) has received almost $200,000 for its Family of Readers program that supports adult learners' efforts to promote their children's reading and learning. Using print materials developed by RIF, parents are guided by staff in selecting and ordering children's books, planning book distributions and motivating their children to read.

RIF is a national, nonprofit children's literacy organization that works for literacy by getting children to read and by making it possible for them to have books of their own. For more information about the Family of Readers program, contact RIF at 600 Maryland Ave., SW, Suite 500, Washington, DC 20560. (202) 287-3220.

Assessment Journal Seeks Articles

Adventures in Assessment, a journal on alternative assessment in adult and ESL literacy, is soliciting articles and publication reviews. The journal is published by the SABES Central Resource Center at World Education and is available free to Massachusetts literacy programs and for $10 a copy to others. For information about subscribing or contributing, contact Elizabeth Santiago or Loren McGrail, Adventures in Assessment, World Education, 210 Lincoln St., Boston, MA 02111. (617) 482-9485.

Workplace ESL Travel Grants Available

Applications are invited for the 1994 Winston Churchill Traveling Fellowship for educators who develop and implement workplace ESL programs. Up to three awards will be made in 1994 for six-week study tours. Applications are due July 31, 1993. For more information, contact Nori Jaffer, The English Speaking Union. (212) 879-6800.

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Mail this form or a copy of it to: **NCLE, 1118 22nd St., NW, Washington, DC 20037**

Name _____
Address _____
_____
City/State/Zip _____
Telephone No. _____

NCLE 1993 User Survey

Please help us evaluate our services and improve our clearinghouse by taking a few minutes to answer the following questions. Then, please fold the survey and mail it back to us at our expense. No stamp is necessary if this is mailed from within the United States. Thank you.

Do you read *NCLE notes*?_____ Do you circulate it within your program? _____
How many people on average read the issue you receive?_____

NCLE Publications

Have you ever ordered NCLE publications? _____
Please check the publications you've ordered:

- ❑ Digests
- ❑ Minibibs
- ❑ Resource Guides
- ❑ *NCLE Directory of Literacy Programs*
- ❑ Books (*Writing Our Lives; Making Meaning, Making Change*; or *Talking Shop*)

Do you duplicate digests or minibibs and use them for staff development or distribution at conferences? (It's OK, we want you to!) _____

What NCLE publications do you find the most useful?

_____
_____

What publication topics would interest you?

_____
_____
_____

NCLE User Services

Have you contacted NCLE to get information about ESL literacy? _____
If yes, how did you contact us? ❑ by mail ❑ by phone
NCLE can be contacted via E-mail on Internet at CAL @guvax. georgetown.edu
(Specify NCLE on the first line of your message.)Can you access Internet E-mail? _____

How often have you contacted NCLE? _____
Was your request(s) answered promptly? _____
Were you satisfied with the information you received? _____

In your opinion, what is the most important service NCLE provides?

_____
_____
_____

What services or products would you like to see NCLE provide?

_____
_____
_____

There's more on the reverse... ➤

The ERIC system

Do you use the ERIC database? _____

Have you contacted other ERIC clearinghouses? _____

Have you ever ordered documents from EDRS (ERIC Document Reproduction Service)? _____

How can ERIC improve its services? _____

_____

_____

_____

NCLE Database

Are you aware of NCLE's own database of ESL and native language literacy programs? _____

Is your program listed? To include your program in our database, contact Lucinda Branaman at NCLE, 1118 22nd St., NW, Washington, DC 20037 or call (202) 429-9292, ext. 200.

Tell us about yourself:

What is your job?

Adult/ESL literacy instructor	❑
Adult/ESL literacy administrator	❑
Librarian	❑
College/University student	❑
College/University instructor	❑
Other education professional	❑
Other _____	❑

Please mail this back to us by October 1, 1993.

Thank You!!!

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Talking Shop, continued from p. 1

we could write a letter to the police commissioner or to the newspapers about these problems. Everyone thought this was a good idea. We talked about whom to send it to and the students decided that the newspaper would be best because many people would read it and gain some understanding of the problems facing immigrants. We spent part of the class writing a language experience story in order to generate ideas about why we wanted to write this letter and what we wanted to say.

The next day, two members of the class who had been absent earlier in the week returned and objected to the letter writing. They felt that the letter accused the police of discrimination and that such a thing didn't exist except with a very few ignorant individuals. Some of the others felt strongly that there were problems of discrimination, particularly in Boston. After a rather heated discussion, everyone agreed to participate in the writing of the letter. The dissenters' decision to join the group may have been an indication of their desire to support their classmates rather than an acknowledgement of the existence of discrimination on a societal level.

We reviewed the LEA from the previous day, then continued writing down people's ideas. This time I tried to direct their comments by asking leading questions, such as: "What was wrong with the way the police officer was with Gebre?" and "What do you think the police should do in situations like this?"

Because the LEAs from the two days were not in any kind of logical order, the next step was to organize them. I wanted to be very careful at this point to help the students write a strong letter without imposing my idea of form and structure onto their work. For the next class, I wrote each sentence on a separate strip of newsprint. I introduced three categories into which the students were to put the sentences: 1) This is the problem; 2) Why we have this problem; and 3) Change (fix) the problem. The students read each sentence and decided together whether it belonged in category one, two, or three. After all the sentences were placed, we reread them, edited out the repetitions, and added an introduction and a closing.

It was very exciting for me to see the students collaborating on this critical thinking and editorial process. The better readers could read the sentences, and everyone, reader and non-reader alike, could participate in making the decisions about where each sentence sounded best and made the most sense. After they finished the editing process, I numbered each strip so I could remember the order and type up the letter.

I brought the typed letter to the class the next day. Everyone was proud of their work. Some people, however, were afraid to sign the letter because of feared recriminations. We talked about their fears and about the different ways police behave in different countries. In the end, people were reassured about the safety of publicly voicing this kind of complaint, and everyone signed the letter.

▲▲▲

The above is an excerpt from *Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL* by Andrea Nash, Ann Cason, Madeline Rhum, Loren McGrail, and Rosario Gomez-Sanford, published in 1992 by the Center for Applied Linguistics and Delta Systems. To order this book or its companion volume, *Making Meaning, Making Change: Participatory Curriculum Development for Adult ESL Literacy*, call Delta Systems at (800) 323-8270 (9-5 EST). From within Illinois, please call (815) 363-3582.

NCLE National Clearinghouse on Literacy Education for Limited English Proficient Adults and Out of School Youth

1118 22nd St., NW, Washington, DC 20037
(202) 429-9292, ext. 200 ▲ Fax (202) 659-5641
E-mail address: CAL@guvax. georgetown.edu.
(Specify NCLE on first line of message.)

Marilyn Gillespie ..... Director
Joy Peyton ..... Associate Director
..... Publications Coordinator
Dora Johnson ..... Acquisitions Coordinator
Fran Keenan ..... User Services Coordinator
Amy Fitch ..... Publications Assistant
Anna Litman ..... Acquisitions Assistant
Lucinda Branaman ..... Administrative Assistant

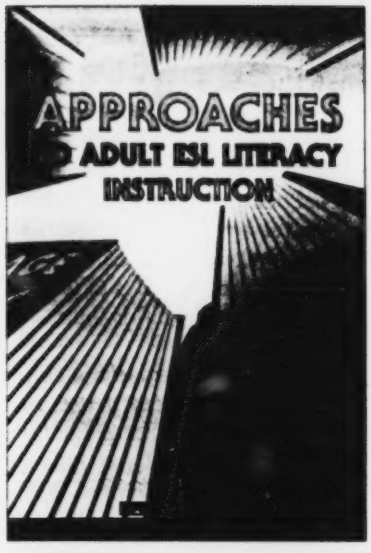
New Digests From NCLE!

Innovative Programs and Promising Practices in Adult ESL Literacy. Heide Wrigley describes promising practices identified during a national study of adult ESL literacy programs. She tells how "by starting with the images, concepts, words, and expressions that are familiar to the learners, rather than with the alphabet, innovative programs provide opportunities for 'meaning making' from the first day of literacy education." (February 1993)

Integrating Reading and Writing into Adult ESL Instruction. Dan Rabideau, of the Literacy Assistance Center in New York City, argues that reading and writing need to play a larger role in adult education programs for second language learners and native speakers than has traditionally been the case, and he outlines ways this can be done. (March 1993)

Dialogue Journals: Interactive Writing to Develop Language and Literacy. Joy Peyton, of NCLE, describes the now extensive use of dialogue journals—written conversations in which a student and teacher communicate regularly—with children and adults learning ESL. She covers the rationale, essential features, benefits, and logistics. (April 1993)

The above titles are available at no charge from NCLE. Please write to us at the address below, and we'll be glad to send you a copy of each.



In *Approaches to Adult ESL Literacy Instruction*, experienced adult ESL educators describe the following five successful approaches to teaching English literacy to adults:

- the competency-based approach,
- the whole language approach,
- the language experience approach,
- the Freirean or participatory approach, and
- the use of learner generated writing.

Whether the approach is organized in terms of competencies and performance goals or described more broadly in sociopolitical terms such as "empowerment," the emphasis is on meaningful, wholistic learner-centered instruction. Each chapter provides the theoretical basis for the given approach, sample instructional strategies and activities, and sources of related materials and background reading.

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NCLE notes
Vol. 3, No. 2 • Winter 1993

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Resource Update p.2
News in Brief p.3
NCLE Advisory Board p.5
New NCLE Products p.6

Whole Language and Adult Literacy

In the following excerpt from NCLE's newly published book, Approaches to Adult ESL Literacy Instruction, *one of the authors, Pat Rigg, explains the concept of whole language, particularly as it applies to working with adults. For more information on the contents of this book and how to order it, see page 4.*

What does whole language mean to the people who first began applying the term to education? It is not a method, nor is it a collection of strategies, techniques, or materials. Whole language is a view of language and of teaching and learning, a philosophy of education (Edelsky, Altwerger, & Flores, 1991). The term comes not from linguists but from educators, people such as Kenneth and Yetta Goodman, Jerome Harste, and Dorothy Watson, who used it in reference to how children become readers and writers. (See Goodman, 1989 and Watson, 1989, for a history of the whole language movement.) They made a number of assertions. The first is that language is whole (hence the name) and that any attempt to fragment it into parts, whether these be grammatical patterns, vocabulary lists, or phonics "families," destroys it. Language must be kept whole or it isn't language anymore.

The second assertion is that, in a literate society, using written language is as natural as using conversation, and the uses of written language develop as naturally as do the uses of oral language (Goodman & Goodman, 1981). We become literate by building on and connecting to our developed oral language. The four language modes, speaking, writing, listening, and reading, are mutually supportive and must not be artificially separated. They should be integrated during instruction, because oral language supports reading and writing; reading exposes us to a wide variety of styles, formats, and conventions; and writing helps us understand how authors put texts together, which in turn helps us read with greater facility.

Third, all language reflects cognitive, emotional, social, and personal differences. Who and what we are is determined in great part by our language. Because we are all unique with an infinite number of different life experiences, our oral and written language often reflect those differences. This is termed "style" or "voice" in composition; it is the idiosyncratic use of language that marks what we say or write as our own.

Fourth, all language, oral and written, is social as well as personal. Although each of us is an individual, all of us are social beings, too. We develop our language in a myriad number of social contexts. We learn to speak and listen as we interact with other people, and, likewise, we learn to write and read as we connect with other writers and readers (Gaber-Katz & Watson, 1991).

continued on p. 4

Here's Looking at You

Thanks to all who sent back the user survey from the last issue of *NCLEnotes*. We appreciate the time you took to give us your feedback. One hundred and fifty-seven readers responded by the October 1st deadline, and surveys continue to arrive at NCLE. Overall, the surveys indicated satisfaction with the work we are doing.

Nearly half of the responses so far came from adult and ESL literacy administrators and instructors. Many others came from college and university instructors. Smaller numbers were sent in by librarians and other education professionals. Others who responded work in corrections facilities, in state agencies, as non-formal community educators, in social service organizations, in city government, in international literacy organizations, and in K-12 education.

Adult literacy practitioners have to be resourceful; they tend to get a lot of mileage out of often-scarce resources. True to form, most of the survey respondents circulate *NCLEnotes* within their program or organization to 3 or more people, with some circulating to as many as 45 or even 100 other people! Most (75%) have ordered NCLE publications (ERIC digests, minibibs, resource guides, and books) and most of those people duplicate and distribute the publications at conferences and staff development sessions.

continued on p. 2

Survey results, continued from p. 1

We take it as a sign of success that we have "repeat customers." Fifty-three percent of survey respondents have contacted NCLE by mail and by phone for information and publications on adult ESL literacy: Most of these people have contacted us several times.

ERIC digests won out as NCLE's "most useful" publication, although minibibs and *NCLEnotes* had high ratings. NCLE's books, resource guides, and directory of literacy programs were runners up. Some reported that all NCLE publications were "most useful!"

What's most important to respondents about NCLE? The surveys mentioned all of the following: access to current, accurate information; updates on resources and ideas; news of literacy programs, conferences, grants, legislation; free publications; a wide variety of information and perspectives; opportunities for networking and information exchange; referrals; searches of the ERIC database.

Thanks again for taking the time to respond to the survey. It helps us a lot to know who you are and what you think of us!

▲▲▲

NCLE*notes* is published twice yearly by the National Clearinghouse for ESL Literacy Education (NCLE) and distributed free to individuals and organizations on NCLE's mailing list.

Please address comments, suggestions, or material for consideration to:

NCLE
1118 22nd St., NW
Washington, DC 20037.
(202) 429-9292, ext. 200

Fax (202) 659-5641
Internet address: ncle@cal.org

RESOURCE UPDATE

The Association of Farmworker Opportunity Programs (ASOP), under a grant from the U.S. Department of Health and Human Services, has published ***The Farmworker Nutrition Education Resource Guide*** listing nutrition-related print resources suitable for farmworker communities. The resource guide is available free while supplies last from the Association of Farmworker Opportunity Programs, 1925 North Lynn St., Suite 701, Arlington, VA 22209.

THE SOMALIS

Who are the Somalis? What is their history and culture? What about their language? Some answers are provided in No. 9 of CAL's Refugee Fact Sheet series, **The Somalis: Their History and Culture**, which was designed for service providers and others assisting refugees in the United States. The new guide features descriptions of social structure, gender roles, language, and literacy and includes basic Somali expressions and vocabulary. It is available free to service providers and for $3.00 (prepaid) to all others, from the Refugee Service Center, Center for Applied Linguistics (CAL), 1118 22nd Street, NW, Washington, DC 20037.

The latest **TESOL Quarterly** (Autumn 1993, vol. 27, 3) is a theme issue on adult ESL literacy and literacies, guest edited by NCLE author Gail Weinstein-Shr. It includes articles on a smorgasboard of adult literacy topics written by leading adult literacy educators and researchers including NCLE's founding director, JoAnn Crandall ("Professionalism and Professionalization of Adult ESL Literacy"). Other topics include language policy, appropriate assessment, and family and workplace literacy. The **TESOL Quarterly**, a benefit of TESOL membership, is also available in many university libraries.

In response to the concerns of ESL learners, a group of Toronto teachers developed **The Garbage Crisis: Environmental Issues for Adult ESL Learners**. Based on Paulo Freire's problem posing methodology, the 5-unit module poses several questions about household garbage and has exercises for beginning and intermediate level students. It will be available soon from the ERIC Document Reproduction Service. Until then, order it from the Toronto Board of Education, Adult and Continuing Education Officer, Adult ESL/ABE Parenting Programs, Ossington/Old Orchard School, 380 Ossington Avenue, Toronto, Ontario M6J 3A5, Canada. (ISBN 1-895429-16-1)

Several new federal government publications may be of interest to adult ESL educators. **Learning from Public Library Literacy Programs** examines the factors that contribute to a successful public library literacy program—leadership, organization, organizational resources, staff support, publicity, and needs assessment. The federally funded report includes case studies of selected library literacy programs throughout the United States and is available free (while the supply lasts) from the Office of Library Programs, U.S. Department of Education, 555 New Jersey Avenue, NW, Washington, DC 20208-5571.

Adult literacy technology—not limited to skills software, but including work simulations and computer networks for communicating with distant audiences—provides an enormous potential for reaching learners, according to the recently published **Adult Literacy and New Technologies: Tools for a Lifetime,** from the U.S. Congress Office of Technology Assessment (OTA). This report discusses issues, looks at program practices already in existence, and makes pragmatic recommendations to the Federal government and the literacy service provider community. Available for $16.00 from Superintendent of Documents, U.S. GPO, P.O. Box 371954, Pittsburgh, PA 15250-7954. (202) 783-3238. (Pub. no. S/N 052-003-01330-4.) A free summary of the study is available from Ted Williams, OTA, U.S. Congress, Washington, DC 20510-8025. A supplementary half-hour videotape features programs that teach ESL and native language literacy, along with literacy for native English speakers, and can be ordered for $39.95 from SL Productions, Box 1243, Manhasset, NY 11030. FAX (516) 365-8064.

NEWS IN BRIEF

Directors Named at NIFL

On December 1, 1993, U.S. Secretary of Education Richard W. Riley announced the appointment of Andrew Hartman as Executive Director and Carolyn Yeldell Staley as Deputy Director of the National Institute for Literacy (NIFL). Hartman has worked for the House Education and Labor Committee as its Education Policy Coordinator. Staley has most recently been Director of the Governor's Commission on Adult Literacy in Arkansas.

Literacy Information Network Planned

In an ambitious project, the National Institute for Literacy (NIFL) is developing a National Literacy Information and Communication System that "will build upon existing state, regional, and national networks and educational databases to provide the adult literacy community with interactive links to information resources from Federal, State, and local public and private sources." The institute staff is working closely with the state literacy resource centers (SLRC's), representatives of the Departments of Education, Labor, and Health and Human Services, and NIFL's advisory board to determine "literacy stakeholders' information needs."

If you're a literacy stakeholder and want to have input, contact NIFL, 800 Connecticut Ave., NW, Washington, DC 20006. (202) 632-1500 or your state literacy resource center (SLRC). (Contact NCLE if you do not know how to contact your SLRC.)

Nation Needs "Strategic Plan for ESL" Says Report

According to a new report, the need and demand for ESL services far outstrip the existing service system and, taken as a whole, the service provided is seriously inadequate. *ESL and the American Dream* goes on to say that ESL service for adults has been neglected by policymakers, administrators, and the education field and suggests "a strategic plan for ESL" to counteract that neglect. The report results from a one-year national study, conducted by the Southport Institute for Policy Analysis and funded by the Lila Wallace Reader's Digest Fund, that investigated policies, programs, and practices in adult ESL.

A companion volume, *Sparks of Excellence: Program Realities and Promising Practices*, identifies five major problems that stymie the field—1) lack of learner transition; 2) inappropriate testing; 3) teacher qualifications and working conditions; 4) a mismatch between ESL curriculum and learner needs; and 5) limited access to technology.

The set of reports is available for $35 from the Southport Institute for Policy Analysis, 820 First St., NE, Suite 460, Washington, DC 20002. It will be available through ERIC later in 1994.

Literacy and LD Center Opens

In October, the National Adult Literacy and Learning Disabilities Center opened in Washington, DC. The Center, funded by a National Institute for Literacy grant, will be a collaboration between the Academy for Educational Development(AED) and the University of Kansas Institute for Research in Learning Disabilities. Its goals are to make policy makers and program planners aware of the ways in which adult literacy services are affected by learning disabilities; to create a National Information Exchange Network of research on adult literacy and learning disabilities; to conduct research; and to provide training to literacy practitioners. Contact the Center at AED, 1255 23rd St. NW, Washington, DC 20037. (202) 862-1487.

NCFL to Evaluate Family Literacy Programs

The National Center for Family Literacy (NCFL) has received a grant from the National Diffusion Network to be the national dissemination center for exemplary family literacy programs. In this role, NCFL will evaluate at least five family literacy programs this year. Programs must meet basic requirements for offering basic skills or second language instruction, early childhood education, parent education and support groups, and a chance for children and parents to interact. "More than an accreditation process, this is a way to share success with the field," said NCFL's Susan Paull, who explained that this development will be of special interest to Even Start programs because of their evaluation requirements.

Applications for the program will be available in late January (due back by March) from NCFL, Waterfront Plaza, Suite 200, 325 W. Main St., Louisville, KY, 40202.

Ever rub elbows with 7,000 ESL teachers? The annual convention of Teachers of English to Speakers of Other Languages (TESOL) will take place March 8 - 12, 1994 in Baltimore, Maryland. With a theme of "Sharing Our Stories," the convention will feature well known storytellers in addition to 885 papers, demonstrations, colloquia, and workshops and 120 publishers' exhibits related to ESL. Hillary Rodham Clinton has been invited to give a keynote address. For registration information (deadline January 31, 1994) contact TESOL, 1600 Cameron St., Suite 300, Alexandria, Virginia 22314. (703) 836-7864.

Whole Language: continued from p. 1

These four tenets lead to related principles of teaching and learning. Primary among these is the principle that instruction must build on and connect to an individual's life and language experiences. Unless students can make the bridge between their own language and experiences and those in the texts they are attempting to read and write, they will encounter difficulty and frustration.

Participatory is the term used by some adult educators who want their classrooms to be a community of learners and who believe that student choice, student input to curriculum, and student self-evaluation are vital. Participatory teachers often cite the teachings of Paulo Freire, from whom they have learned that literacy is much more than decoding someone else's message. Literacy can be empowering and "liberating" because it gives adult students ways to understand and to alter their worlds (Freire, 1970; Freire & Macedo, 1987).

Whole language advocates assert that oral and written language experiences must be purposeful, functional, and real. Reading and writing activities in the adult literacy classroom must be for purposes of authentic communication, such as to entertain, to convince, to explore, or to excuse oneself. Practice exercises from workbooks that are not authentic uses of language must be avoided (Edelsky, 1987). Thus, complete and whole texts, such as whole stories and complete newspaper articles, must be used for reading. For writing, letters that are mailed, stories that are shared with real audiences, and directions to real locations are excellent sources of authentic communication.

Writing and reading, like speaking and listening, proceed from whole to part. Thus, comprehension of written text leads to an awareness and knowledge of sound-symbol correspondences (phonics). We can make meaningful generalizations about these correspondences only after we understand what we've read and not the other way around. Likewise, the actual writing of meaningful text leads to a knowledge of grammar, spelling generalizations, and so on.

There is no set hierarchy of skills or experiences that all adults must master in sequence. Reading and writing are complex and, in many respects, simultaneous processes: They cannot be broken down into tiny, isolated skills that are then taught in a hierarchical and linear manner. Readers and writers, even those who are very proficient, often cannot articulate or demonstrate specific skills or competencies. Our language competence is almost never captured by our language performance: We always know more than we are able to display at any given time. Similarly, we can be quite competent readers and writers and still be unable to talk about reading and writing using technical terms such as "gerund" or "digraph" or "paragraph transition."

Assessment and evaluation of whole language must itself be holistic (Harp, 1991). We cannot assess growth by using some standardized or criterion-referenced test that measures isolated, partial, or purposeless language skills. To do so would be like evaluating the quality of an apple by using standards typically applied not even to oranges, but to plastic spoons.

Edelsky, C. (1987). *Writing in a bilingual program: Había una vez.* Norwood, NJ: Ablex.

Edelsky, C., Altwerger, B., & Flores, B. (1991). *Whole language: What's the difference?* Portsmouth, NH: Heinemann.

Freire, P. (1970). The adult literacy process as cultural action for freedom. *Harvard Educational Review, 40,* 205-221.

Freire, P., & Macedo, D. (1987). *Literacy: Reading the word and the world.* South Hadley, MA: Bergin & Harvey.

Gaber-Katz, E., & Watson, G. (1991). Combining practice and theory in community literacy. *Literacy 2000: Make the next ten years matter.* [Conference summary]. New Westminster, British Columbia, Canada: Douglas College.

Goodman, K.S. (1989). Roots of the whole language movement. *Elementary School Journal, 90*(2), 113-127.

Goodman, K., & Goodman, Y. (1981). *A whole language comprehension centered view of reading development: A position paper.* (Occasional Papers No. 1). Tucson: University of Arizona, College of Education, Program in Language & Literacy.

Harp, B. (Ed.). (1991). *Evaluation and assessment in whole language programs.* Norwood, MA: Christopher-Gordon.

Watson, D. (1989). Defining and describing whole language. *Elementary School Journal, 90*(2), 129-141.

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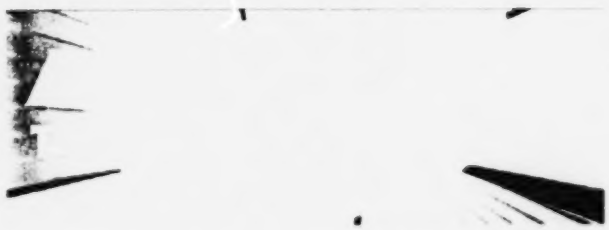
The above is an excerpt from *Approaches to Adult ESL Literacy Instruction* edited by JoAnn Crandall and Joy Kreeft Peyton, published in October 1993 by the Center for Applied Linguistics and Delta Systems.



We've waited a long time for *Approaches to Adult ESL Literacy Instruction*, and here it is! This book summarizes instructional approaches now being used with adults in the United States who are learning English as a second language. The approaches included are competency-based, Freirean or participatory, whole language, language experience, and learner-generated writing and publishing. Chapters include a discussion of the theoretical basis for the approach, sample activities, strategies and techniques, and sources of related reading. Each chapter is concise and readable and the book is reasonably priced, so it is well suited for staff training.

It's available for $12.95 plus shipping and handling from Delta Systems at (800) 323-8270 or (815) 363-3582.

Meet Our New NCLE Advisory Board!

As part of our new contract, we have established a new Advisory Board. Some members have served on the previous board. We are grateful to the following individuals for their willingness to share their time and expertise with us.

L.E. Bunch
International Representative
UAW-GM Human Resource Center
Joyce Campbell
U.S. Department of Education
Division of Adult Education and Literacy
Forrest P. Chisman
Director, Southport Institute for Policy Analysis, Washington office
***JoAnn Crandall**
Department of Education
University of Maryland Baltimore County
Helen B. (Jinx) Crouch
President, Literacy Volunteers of America
***Ed de la Rosa**
Executive Director
Spanish Educational Development Center
Judy Koloski
Judy Koloski & Associates
***José LaLuz**
National Education Director
Amalgamated Clothing and Textile Workers Union
AFL-CIO, CLC
***Sarah Newcomb**
U.S. Department of Education
Division of Adult Education and Literacy
***Manuel Recio**
Pennsylvania Department of Education
Division of Migrant Education
***Gail Weinstein-Shr**
Department of English
San Francisco State University
***Heide Wrigley**
Adult ESL Author and Consultant

** new board member*

Same Coin, Different Name

To indicate our focus more clearly, we have changed the official name of the clearinghouse slightly to the National Clearinghouse *for ESL* Literacy Education. We are still NCLE (pronounced "nickel") and our objective remains the same — to provide timely information to practitioners and others interested in adult ESL literacy education.

A Reminder

The ERIC database is more than 650 references richer on ESL and native language literacy, thanks to you. Keep up the good work. Send NCLE your curriculum guides, research reports, reviews of the literature, and other published or unpublished writings. All of us benefit from what you have learned. Call NCLE for more information on submitting material for consideration for ERIC.

Videos on ESL Literacy Completed

The Center for Applied Linguistics has recently completed work on *Sharing What Works*, a series of four videotapes about effective adult ESL literacy programs. The series, which includes a discussion guide for each tape, was designed for staff development and will be distributed by NCLE. It includes the following:

- Introduction to the Series. $20 (10 minutes)
- The writing program at the Invergarry Learning Centre in Vancouver, British Columbia. $40 (24 minutes)
- Union sponsored worker ESL education at the ILGWU Worker-Family Education Program, New York, New York. $40 (25 minutes)
- Workplace ESL classes at the Arlington Education and Employment Program in Arlington, Virginia. $40 (20 minutes)
- Native Language Literacy at the Haitian Multi Service Center in Boston, Massachusetts. $40 (23 minutes)

The complete series is available for $130. To order, send a check or money order made out to the Center for Applied Linguistics to NCLE, 1118 22nd St. NW, Washington, DC 20037.

Order These New ERIC Digests and Minibibs From NCLE!

ERIC Digests are NCLE's most popular publication type according to our recent survey of users. They're brief (two-page) overviews of issues or instructional approaches in adult ESL literacy written by leading researchers and practitioners. They include reference lists, and, best of all, they're free. We encourage you to reproduce them for staff development or conferences.

Cross-Cultural Issues in Adult ESL Literacy Classrooms. Mary McGroarty, of Northern Arizona University, describes some of the diverse cultural factors that may influence both learner and teacher behavior in the adult ESL classroom. Participants' roles and appropriate classroom behavior are among the topics discussed. (July 1993)

Current Terms in Adult ESL Literacy. Ana Huerta-Macias, of New Mexico State University, defines the following commonly used language and literacy approaches: whole language, learner-centered, and participatory. She provides examples of how these approaches can be used in adult ESL literacy programs. (July 1993)

Adult ESL Literacy: Findings from a National Study. Heide Spruck Wrigley, of Aguirre International, gives a brief synopsis of the methods and results of a national two-year study of innovative approaches used in adult ESL literacy instruction. She gives profiles of programs and describes major issues programs face and funding and staffing concerns. (September 1993)

Language and Literacy Education for Southeast Asian Refugees. Don Ranard and Margo Pfleger, of the Center for Applied Linguistics, provide a short history of recent immigration of southeast Asian refugees to the United States and discuss refugee language and literacy education. (September 1993)

Workplace ESL Instruction: Varieties and Constraints. Mary McGroarty and Suzanne Scott, of Northern Arizona University, explain several varieties of workplace ESL programs, including pre-workplace classes and describe the differences between work-centered and worker-centered approaches. They also describe numerous constraints on workplace programs. (October 1993)

Growing Old in America: Learning English Literacy in the Later Years. Gail Weinstein-Shr, of San Francisco State University, argues the merits of language and literacy instruction for older immigrants and refugees in the United States. She also discusses older learners' needs and describes existing model literacy programs. (December 1993)

Minibibs are short annotated bibliographies of articles and documents from the ERIC database.

- **ESL Literacy and Labor Education,** July 1993
- **Workplace ESL Literacy Education,** August 1993
- **Literacy Education for Adult Refugees,** September 1993
- **Writing Instruction for Adult ESL Literacy,** October 1993

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